

ORGANISING A MULTICULTURAL EVENT

Case: Erasmus IP 2010: Innovative Approaches in
Multicultural Tourism Education

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<p>Tiivistelmä</p> <p>Opinnäytetyön tarkoituksena oli selvittää, millaisia asioita tulee ottaa huomioon monikulttuurista tapahtumaa järjestettäessä. Esimerkkinä monikulttuurisesta tapahtumasta työssä käytettiin Jyväskylän ammattikorkeakoulun matkailu-, ravitsemis- ja talousalan Erasmus IP 2010 -intensiivikurssia. Kyseinen tapahtuma järjestettiin Jyväskylässä ja sen lähikunnissa 7. - 18.3.2010.</p> <p>Tutkimuksessa käytettiin sekä kvalitatiivista että kvantitatiivista tutkimusmenetelmää. Kvalitatiivisista menetelmistä hyödynnettiin asiantuntijahaastatteluja sekä Erasmus IP:n aikana tapahtunutta havainnointia. Erasmus IP 2010 -tapahtuman osallistujien mielipiteitä tapahtuman järjestelyistä selvitettiin Digium-kyselyllä. Kysely osoitettiin 48 opiskelijalle, ja siihen vastasi 47.</p> <p>Tutkimuksen tulokset osoittivat, kuinka tärkeää on ottaa osallistujien kulttuurilliset piirteet huomioon, jotta väärinkäsityksiltä ja konflikteilta voitaisiin välttyä. Toisaalta kulttuurierojen liiallinen korostaminen voi olla haitallista. Suurimpina tekijöinä nousivat esiin uskontoon ja ruokakulttuuriin liittyvät asiat. Näiden lisäksi erot aikakäsityksessä ja kommunikoinnissa koettiin haasteellisiksi. Monikulttuurisessa tapahtumassa turvallisuusasiat ja henkilökunnan kulttuurilliset taidot korostuivat. Tapahtuman onnistumiseksi myös sujuva tiedonkulku tapahtuman järjestäjän ja osallistujien välillä on tärkeää.</p> <p>Tutkimuksesta hyötyvät työn toimeksiantaja, Jyväskylän ammattikorkeakoulu sekä monikulttuurisen tapahtuman järjestämistä suunnittelevat yritykset. Opinnäytetyössä on tutkittu monikulttuurisen tapahtuman järjestämistä yleisesti, joten se soveltuu hyvin erilaisten tapahtumien käyttöön.</p>		
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<p>Abstract</p> <p>The purpose of this thesis was to study what issues need to be taken into consideration when organising a multicultural event. Erasmus IP 2010 Intensive course, organised by the School of Business and Services Management of Jyväskylä University of Applied Sciences, was used as a case study. Erasmus IP 2010 was held in Jyväskylä and its neighbouring municipalities between 7th and 18th March 2010.</p> <p>Qualitative and quantitative research methods were used in the research. The qualitative methods included specialist interviews and observation conducted during the Erasmus IP 2010. The participants' opinions of organising the Erasmus IP was gathered with a Digium questionnaire. This questionnaire was directed to 48 students with 47 responses were received.</p> <p>The results showed the importance of cultural issues in organising a multicultural event. Ignoring the participants' cultural features might lead to misunderstandings and conflicts. On the other hand, overemphasising cultural differences might be equally disadvantageous. The questions related to cuisine and religion were seen as the most substantial factors. In addition, differing time concepts and ways of communication were considered to be challenging. Security issues and international skills of the staff members are emphasised in a multicultural event. For the event to succeed, a fluent information flow between the organiser and the participants is essential.</p> <p>This thesis was assigned by Jyväskylä University of Applied Sciences. In addition to the commissioner, companies planning or organising a multicultural event will benefit from the research results. This thesis is a general survey of organising a multicultural event. Therefore, it is applicable to organising different types of events.</p>		
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1 INTRODUCTION

Events are mileposts in people's life, and everyone has taken part in events at some point. Important occasions in a person's life are being celebrated in a way typical of the person's culture. This applies to all cultures no matter which part of the world a person is from. The beginning and end of a person's life are solemnised in each culture. A great deal of events are celebrated in between as e.g. birthdays, school graduations and weddings are common reasons for festivities all around the world.

As the child grows up he/she will learn the culture from the parents. This will have a significant effect on the person's values, beliefs, habits and the perception of the world. There are 194 independent nations in the world, however this is not equivalent to the number of nationalities (Lahti 2008, 96) or cultures. The Oxford dictionary determines culture as "the customs and beliefs, art, way of life and social organization of a particular country or group" (Hornby 2005, 373). E.g. workplace or a sports team might have their own cultures but the focus of this thesis is on national cultures. We are all part of a national culture but also the region where we come from, religion, language group, gender, generation and social class affect our cultural identity (Hofstede & Hofstede 2005, 10-11). When representatives from several cultures are brought together for an event, cultural clashes might happen. This makes organising a multicultural event a challenge. In this thesis cultural issues are studied through two theories. The first theory was created by Geert Hofstede in 1980 and the second by Fons Trompenaars and Charles Hampden-Turner in 1997.

Purpose of this thesis is to find out how to organise a multicultural event and to examine the issues needed to be taken into consideration when organising one. Recognising cultural issues in general is the easiest way to answer this question. However, the aim of this thesis is to determine the main cultural matters affecting multicultural event organising. This thesis is not intended to be a manual telling the reader the do's and taboos of different nationalities. Multicultural events are becoming more common nowadays as travelling is more effortless and due to internationalisation multicultural cooperation is a current topic. This was one of the reasons why this

subject was chosen to be studied. Other reasons were the authors' interest in event organising and multicultural issues.

This thesis focuses on multicultural, not only international events. It is evident that there is a clear difference between these two words, and recognising it is significant in this work. Multicultural is described as "for or including people of several different races, religions, languages and traditions" (Hornby 2005, 812-813). However, Lahti (2008) points out that during the last decade defining multiculturalism has become more difficult due to the increasing migration (pp. 97). The word international is defined as "connected with or involving two or more countries" (Hornby 2005, 1003). If a group of Finns travel to an event in Spain, it is an international event but not necessarily multicultural. If a group of Russians participate in the same event, it becomes multicultural.

Multicultural event organising is approached with the help of a case study which in this thesis is Erasmus IP 2010. It is an intensive study course organised in Jyväskylä between March 7th and 18th 2010 with participants from four countries. This thesis is assigned by School of Tourism and Hospitality Management of Jyväskylä University of Applied Sciences (JAMK) which was the main organiser of Erasmus IP 2010: Innovative Approaches in Multicultural Tourism Education.

Erasmus IP is introduced in the beginning of this thesis in order to familiarise the reader with the event and its participants. The theoretical framework consists of event management and culture theories. The latter part of the thesis describes the research process and gives guidelines to how to organise a multicultural event.

2 ERASMUS IP 2010: INNOVATIVE APPROACHES IN MULTICULTURAL TOURISM EDUCATION

Erasmus Intensive Programmes (IP) are short multicultural study courses. The requirements include the minimum length of ten days to the maximum of six weeks of

uninterrupted teaching sessions. The participants have to include institutions of higher education from at least three countries. All these institutions have to hold an Erasmus University Charter and at least one the participating institutions has to come from an EU country. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 7, 19). The general purposes of Erasmus Intensive Programmes include a possibility given to students and teachers to work in a multicultural environment, meeting the development requirements of education and to encourage the institutions to collaborate with various fields of education. (Intensivikurssit Erasmus-ohjelmassa 2010.)

The Erasmus Intensive Programmes can be organised only once or at the most, three years in a row. In case of arranging the programme more than once, the subject or participants have to be different. (Op. cit.) This thesis studies the Erasmus IP organised in Jyväskylä between the 7th and 18th of March 2010. The title of the course is 'Innovative Approaches in Multicultural Tourism Education' and this is the second year of a three-year project. The themes of this year's IP were innovation, co-creation and multiculturalism. The course included company visits, case studies and a seminar where students presented the results of their assignments. The working language of the IP was English. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 1, 9, 19.)

The participating institutions of higher education were Jyväskylä University of Applied Sciences (JAMK) from Finland, TSI – Turismo Sant Ignasi (Universitat Ramon Llull) from Spain, Kodolányi János Főiskola (KJF) from Hungary and NHTV Breda University of Applied Sciences from The Netherlands. The amount of incoming participants was 36 students and five teachers. The host institution had thirteen participating students and six teachers. (Op. cit. 14, 19.) During the intensive programme, the participants had their accommodation in three locations. The first four nights were spent in Youth Centre Piispala located in Kannonkoski, approximately 100 kilometres to the north of Jyväskylä. Fifth night was spent at Spa Hotel Peurunka in Laukaa, 25 kilometres north of Jyväskylä. The third and the last location was Hostel Laajari in Jyväskylä, four kilometres from the city centre. (Junttila & Törn 2010.)

2.1 Programme

Educational Programme

The educational programme of Erasmus IP 2010 was written out in cooperation with all four participating institutions of higher education. The educational programme consisted of lectures given by representatives of each participating institution. Minna Junttila from JAMK was the lecturer in multicultural issues and George de Vink from The Netherlands was in charge of introducing the students to imagineering. Robert Kiss from Hungary and Esther Binkhorst from Spain were responsible for event management lectures and co-creation was introduced by Monique Leijser from The Netherlands. These lectures were intended to provide the students with new working methods for the case studies.

Prior to their arrival to Finland, the students were given pre-assignments about multicultural cooperation in order to prepare them for working in multicultural groups. Therefore, the students had started their learning process already in their home countries. Results of the assignments were presented on the first day of Erasmus IP programme in Finland.

Students accomplished three case studies during Erasmus IP 2010. Case studies were assigned to the students by the participating enterprises and therefore reflected the actual needs of the companies in question. Students worked in multicultural groups and were encouraged to use the new working methods, be innovative and think out of the box. End results, i.e. suggestions for improvement, were presented to the representatives of the enterprises in addition to tourism and hospitality students of JAMK.

Free time activities

The free time activities of Erasmus IP 2010 programme were designed and implemented by students of the Management of Event Production Process course. The themes of the intensive programme, i.e. innovation, co-creation and multiculturalism, were taken into consideration when planning the free time activities. Naturally

the culture of the hosting country was noticeable in the activities, e.g. many outdoor activities, such as ice swimming, were exotic to foreign participants. Outdoor activities were recommended due to the abundance of snow in the winter 2010. The students were advised to come up with activities that were free of charge or could be implemented with a low budget. Also security issues needed to be kept in mind as some free time activities, e.g. sledging, might have been risky for those who are unfamiliar with them. There were two free time activities on most days during Erasmus IP except on Saturday. The ideas and dates for three activities i.e. get-together party on the first night, little exercise break during the seminar and Winter Olympics for the last day were assigned to the students. All other activities were up to the students to use their imagination.

Information flow between the main organisers of the Erasmus IP, Minna Junttila and Anne Törn, and students of Management of Event Production Process course was handled via an intermediary in order to reduce the workload of Junttila and Törn. This position of an intermediary was assigned to us. We gave the students guidelines in what was wanted regarding free time activities in the end of January so they would have enough time for the planning process. In February we visited their lessons twice to hear their ideas and give more instructions. Students sent their suggestions of the programme and budget for us to comment in the end of February and beginning of March. If they needed any help in executing the activities, we arranged assistants from first year Facility Management students. Budget issues were forwarded to Minna Junttila who was in charge of financial issues. When the final plans were known we formulated a summary of free time activities which can be seen in appendix 1.

2.2 Participating countries

Finland

Finland is a country located in northern Europe with quarter of its overall area above the polar circle. There are about 5.3 million inhabitants in Finland. The capital city is

Helsinki with slightly over 580 000 citizens. The archipelago of Åland is an autonomous and demilitarised part of Finland. It lies in the Baltic Sea southwest from Finland and there are circa 27 000 residents. Finland has two official languages, Finnish and Swedish. 91% of people speak Finnish as their mother tongue and 5.4% speak Swedish. Åland's official language is Swedish. In Finland there is a freedom of religion. 80.6% of people are Evangelical-Lutheran and 1.1% Orthodox. (Perustietoa Suomesta 2010.)

Finland is located between Sweden and Russia which has affected on Finland's history. Finland's independence was declared on 6th December 1917. Before becoming an independent country Finland was a grand duchy in Russia for 108 years. Previous to that Finland belonged to Sweden for 600 years. At present Finland is a constitutional republic. The sitting president, Tarja Halonen, was first elected in 2000 and once again in 2006. Finland has been a member of European Union since 1995. (Op. cit.)

Finland's history as a subordinate to Russia and Sweden has also influenced Finnish culture. Finnish people have a strong sense of national identity and are very aware of Finland's achievements at war and in sports. People in Finland are pleased if a visitor is familiar with at least few Finnish sportsmen or know that Nokia is a Finnish company. They are very fond of hearing what is said about them abroad and how foreigners see them. (Alho 2002.)

Finnish people are considered to be very quiet and reserved. They seldom take part in a conversation with foreigners even though many Finns are able to speak several foreign languages. Thinking carefully what to say is important and expected from others as well. Listening to someone is for a Finn even easier than talking. Interrupting someone is considered impolite and pauses are a part of Finnish way of speaking. (Op. cit.) Finns also appreciate their own space which can be seen e.g. in a bus or a train where Finns like to sit by themselves. For some this might seem impolite as Finns do not like to socialise with strangers sitting next to them.

Men and women are highly equal in Finland. Studying is appreciated and women can achieve high positions both in working life and in society as well as men can. Although traditional courtesy is valued women are usually financially independent and can e.g. pay for their share in a restaurant. Equality between genders can also be noticed in the language. Traditional masculine terms have been replaced with gender-neutral terms. Occupation titles such as chairmen are nowadays chairpersons. (Op. cit.)

Hungary

The Republic of Hungary is located in the south-east part of Central Europe. Hungary declared independence in 1989. The president is László Sólyom. It has seven neighbouring countries: Slovakia, Ukraine, Romania, Slovenia, Croatia, Serbia and Austria. In the end of 2004 Hungary had a population of 10 097 000 out of which approximately 1.8 million live in the capital Budapest. (Tietoa Unkarista n.d.) The capital city is actually comprised of two originally different cities called Buda and Pest (Unkari n.d.). Around five million Hungarians are estimated to be living in other countries around the world. There are thirteen recognised minority groups in Hungary and the representatives of these groups constitute about three per cent of the total population. By far the largest group is the gypsies. Approximately half of the total population are Roman Catholics, second largest religion is Calvinism. The official language is Hungarian. (Tietoa Unkarista n.d.) This language is a cognate language of Finnish. Hungary joined the European Union in 2004, however forint still remains the currency of the country. Hungary is famous for its wines which are known all around Europe (Unkari n.d.) and are the pride and joy of Hungarians. The country is also known as a nation of horsemen. (Hungary - Language, Culture, Customs and Etiquette n.d.)

Family is the focus of social life and plays an important part in a person's life. Hungarians behave according to proper etiquette and expect the same behaviour from others. They express their point of view on the matter in question and expect others to do the same. Vague statements are disliked. Socialising is important for Hungarians and questions other cultures might consider too personal can be asked when making acquaintances. Reticent people, who are not willing to share personal

thoughts, are considered to be questionable. (Op. cit.) Hungarians are emotional speakers and might lose the track of time when taking part in an intense conversation. Otherwise they are relatively punctual. Physical contact is frequent and not much personal space is required as they sit and stand close to one another. Foreigners should avoid talking about ethnic minorities and should refer to Hungary as Central Europe, not Eastern Europe. (Lewis 2000, 260, 262.)

The Netherlands

The Netherlands, sometimes also referred to as Holland, is a constitutional monarchy with a parliamentary system (The country and its people n.d.). Queen Beatrix is the head of the state (Facts and statistics 2008). Amsterdam with 750,000 inhabitants is the capital of the Netherlands but the seat of government is situated in The Hague. The Netherlands is located between Germany, Belgium and the North Sea and it is divided into twelve provinces. The native language is Dutch and it is spoken by more than 22 million people in the Netherlands and Belgium. It is also used in six islands situated in the Caribbean which together with the Netherlands form the Kingdom of Netherlands. Those are Aruba, Curacao, Bonaire, Sint Eustatius, Saba and Sint Maarten. The five last ones form the Netherlands Antilles. In addition the Dutch language is used e.g. in the government of Suriname, which is a former colony of the Netherlands. The Netherlands is one of the founding members of the European Union and NATO. (The country and its people n.d.)

The Netherlands' low-lying surface and its location by the North Sea have caused the Dutch an ongoing struggle with the sea. Approximately 27% of its area is and 60% of its population lives below sea level. Typical Dutch characteristics, such as the can-do attitude, team working skills and ability to come up with practical solutions, are created by their struggle against the sea. (Op. cit.)

The Netherlands has circa 16.5 million inhabitants with 81% being the native inhabitants, the Dutch, and 19% immigrants or representatives of ethnic minorities. Christianity is the dominant religion although the modern Dutch society is secular. Many religious groups exist and of these Islam has become one of the main ones with about one million Muslims living in the country. Belonging to a group that shares a

particular philosophical way of thinking about life is for some people an alternative for religion. The main examples of these groups are Humanists, New age, Anthroposophist and the Sufi Movement. (The country and its people n.d., Multicultural society n.d., Religion n.d.)

Society in the Netherlands is very modern, egalitarian and emphasises individuality. Among appreciated values are education, hard work, ability and ambition. Cultural heritage, architecture, technological development and the country's involvement in international affairs and trade are items of pride and joy for the Dutch. (The country and its people n.d.) Dutch people are reserved in public and do not express physical affection, anger or eagerness. They do not initiate conversation with strangers but will respond when they are spoken to. Some might consider Dutch rude due to their directness in conversation. They express their opinion, criticise and expect the same from others. (Customs and etiquette n.d.)

Spain

The Kingdom of Spain takes part in Erasmus IP in Jyväskylä for the second time. Geographically Spain lies in southwest Europe. The Balearic Islands in the Mediterranean and the Canary Islands in the Atlantic are also part of Spain. The population of Spain was estimated in 2009 to be slightly over 40 million. Madrid is the capital city and it has over three million residents. Official polity of Spain has been a parliamentary monarchy since 1978 and it is ruled by King Juan Carlos I. There are seventeen autonomous areas and two autonomous cities in Spain. Each area is divided once more into one or more provinces so that altogether there are 52 provinces. Spain celebrates its national day on 12th October which is also the Spanish culture day and the day for discovering America. Spain has been a member of the European Union since 1986. (Touré 2009, 4, 5.)

Spain has four official languages. Castilian Spanish is spoken all over the country and Catalan, Galician and Basque are spoken from region to region. Based on the language 74% of Spanish people belong to the ethnic group of Castilians, 17% are Catalan, 7% Galician and 2% Basques. Nowadays almost four million people of the population are foreigners. For some Spanish people nationalism is more related to the

autonomy of their home area than the whole country. Especially Basques and Catalans have very strong national spirit. 94% of the population are Roman Catholic and 6% remain for other religions. (Op. cit. 4, 24.)

Spaniards are very eager to socialise and they enjoy talking about sports or politics and telling about their home country. However, foreigners should avoid topics relating to e.g. religion, politics and bullfighting. (Op. cit. 24). Spaniards do not like to admit publicly they are wrong which is why they try to avoid confrontations. Like many societies, Spanish people also want to look good in the eyes of others. (Spain - Language, Culture, Customs and Etiquette n.d.) Being polite and formal is part of the Spanish culture and language. First names are not used when meeting someone for the first time and titles are used often (Touré 2009, 24.) After that people are in formal occasions referred to as Don or Dona and their first name (Spain - Language, Culture, Customs and Etiquette n.d.).

Spaniards are used to eating their meals later than e.g. Finnish people. Lunch is normally served from two to four o'clock in the afternoon and dining takes place after nine o'clock in the evening. Spaniards reserve plenty of time for eating as they are considered social events. Offices might in general be closed around lunch time. Working days often last to seven or eight p.m. (Touré 2009, 24.)

3 EVENT PLANNING

Events are extremely diverse. Examples of event types are:

- cultural events
 - Festivals, carnivals, commemorations and religious events
- MICE (meetings, incentives, congresses and exhibitions)
 - Meetings, conventions, customer and trade shows, fairs and markets
- political
 - Summits, royal or political occasions, VIP events

- educational and scientific
 - Conferences and seminars
- sport competitions
 - Amateur or professional, spectator or participant
- recreational
- private
 - Parties, weddings, social events.

(Kiss 2010.)

The above list categorises events according to their form or content. However, events can also be categorised according to e.g. size and scale. Categories related to the size of an event are major events, mega-events, hallmark events and local or community events. The latter are events mostly targeted at local people in order to provide entertainment. Bowdin, Allen, O'Toole, Harris and McDonnell (2006, 16) state that according to Janiskee (1996), a community event is implemented with volunteer services and by using streets, parks and schools as venues. Therefore, the event is considered to be owned by the organising community in question. This kind of an event can attract plenty of visitors and therefore grow into a hallmark event. (Bowdin et al. 2006, 15-16.) An example of community event turned into a hallmark event is Kaustinen Folk Music Festival. It started as a gathering of local musicians and became an international event.

A major event is a financially beneficial event that attracts a large number of visitors and gains coverage in the media. Many international sports championships are examples of these events. Larger events, according to e.g. its number of participants, media coverage, costs and benefits, are called hallmark events. They are so intensely identified with the spirit of the organising city or town that the event is almost a synonym to the city's name. E.g. the Carnival in Rio fits into this category. (Op. cit. 16-17.) Finnish example of this could be Kaustinen Folk Music Festival. Nowadays Kaustinen is practically a synonym for the festival as it is what comes to mind when a Finnish person hears its name. The largest events, the ones that affect whole economies and are widely covered in the global media, are categorised as mega-events of which Olympic Games and World Fairs are clear examples. (Op. cit. 18.)

Event planning process

Even though e.g. participants, location, size, duration and content vary in different events, every event has the same basic principles and general practicalities (Watt 1998, 3). Several process descriptions have been created to illustrate the process of planning an event. Bowdin, Allen, O'Toole, Harris and McDonnell (2006, 119) utilise the description adapted from Getz (2005) to depict this process. The description can be seen in appendix 2. It begins with developing a concept for an event or with an intention to bid. Making decision about the type, length, location and timing of an event as well as about the key elements of the programme are involved in this stage. When the concept of an event has been developed, it can be analysed in more detail. The next step is to contemplate the feasibility of the event by conducting a study. Considerations in a feasibility study include the estimated number of participants, costs and benefits, availability of financial support from public or private sector, the managerial skills needed and the availability of volunteers. Also sponsors and supporting services, capacities of the venue, impacts on the hosting community and destination area, as well as requirements for the infrastructure among other issues need to be included in the study. The exactness and extent of the study will vary according to the event. (Op. cit. 118-120.)

Third step is to decide whether to proceed with the new event, bid or discontinue. If bidding is needed, a formal proposal might have to be prepared and submitted to the potential client who then decides whether to proceed with the bid or reject it. If the bid is accepted and it has been decided to continue with the new event, an organisational structure has to be established. There are different organisational structures and the most used in managing small events is called a simple structure. In this structure all decision making is concentrated on one person who is leading all staff activities. The second one is called a functional structure where each department is in charge of a certain area, thus avoiding overlaps. The programme-based matrix structure separates different aspects of the programme into independent, but related, units. The fourth option is multi-organisational or network structure. An event organising company uses the services of several other companies or organisations in order to execute the event. Each organisational structure has its advantages and disadvantages, and the organiser has to decide which one is best for them and for the event.

(Op. cit. 119-124.)

The next step is to develop a strategic plan. This plan includes several items ranging from the event's vision and mission to developing evaluation and feedback processes. The first task is to define the event's vision and mission statements and determine the actual purpose of the event. The goals and objectives of the event are to be established in order to provide guidelines for those involved in the event process. These objectives might be e.g. economical, relating to the number of attendants, level of quality or to the outcome of the event. In any case, the objectives can be created by applying a criterium named SMART according to its acronym. Consequently, the objectives should be specific, measurable, agreeable, realistic and time specific. Another acronym, SWOT, is the tool in the next part where a situational analysis is made in order to obtain a detailed understanding of the event's internal and external environment. SWOT stands for strengths, weaknesses, opportunities and threats. All elements surrounding the event which can have an effect on the event and its success are parts of external environment. The external factors include political or legal, economical, social or cultural, technological, demographic, physical or environmental and competitive issues. When these issues are examined in detail, the event organiser can better make decisions regarding e.g. the target market, programming, ticket pricing and timing of the event. The internal analysis concentrates on the physical, financial, informational aspects and human resources of the event organisation in order to find out about its strengths and weaknesses. (Op. cit. 119, 127-131.)

The event planning process continues on to identifying, evaluating and selecting the strategy options in order to reach the vision, mission and purpose of the event. Selecting the strategy option is carried out by utilising the results of the SWOT analysis. The strategy might be to gain more revenue or attendants than previous year or to outnumber another similar type of event. Stabilising the event in order to keep the attendance number at a certain level or deleting some elements of an event in order to cut costs are also possible strategy options. One option is also to combine some or all of the above mentioned strategies. Once the strategy is chosen the implementation process can begin. Operational plans for all relevant areas need to be created.

Relevant areas include e.g. budgeting, marketing, administration, research and evaluation, programming, transportation and staffing among others. Monitoring is needed to make sure that actions are implemented according to plans. (Op. cit. 131-133.)

The final step before the actual implementation of the event is to design or improve an already existing evaluation and feedback process. It is only through this process that event organisers can determine how successful or unsuccessful the event was according to attendants. This way the problems or deficiencies of the event are found out and improvements for possible following events can be made. (Op. cit. 134.)

If the planned event is an annual occasion or otherwise reoccurring one, the process is not as described earlier. In such cases, the organiser conducts an assessment of the current situation and previous plans. This might lead to minor refinements in the existing plans or even to major changes in the whole strategy. (Op. cit. 118, 120.)

Event is the product of a management process (Op. cit. 266). Oxford dictionary defines event as “a thing that happens, especially sth important” and “a planned public or social occasion” (Hornby 2005, 523). However, an event does not merely exist; someone always has to make it happen and all matters, even the smallest details, have to be taken care of by someone (Watt 1998, 2). Organising an event is a project as it has all the characteristics of it and therefore event manager can utilise project management tools in his/her work. Several management areas constitute event management and project management integrates all these areas so they work towards the set objectives of the event. (Bowdin et al. 2006, 266-267, 286.)

Budget

Creating a budget is an integral part of event planning. Budget is calculated with the help of anticipated costs, organisers' past experience on the subject and by using the quotes received from potential suppliers. There are some differences depending if the event is organised for a corporate or non-profit organisation. However, financial management is equally significant in both sectors and basic rules of budgeting are

the same. The company determines the budget and also finances the event with the help of possible sponsors in the corporate sector. In this case the budget might have to cover costs of several events. Costs related to planning, marketing and organising the event as well as delegate expenses are to be covered by the budget. In the non-profit sector, delegate fees are charged in order to cover the costs and perhaps even to make profit. In addition sponsors and associated exhibitions organised with the event in order to gain more revenue are sources of income in this sector. Either one of these procedures might be used in the government and public sector. (Rogers 2008, 179-180.)

Estimated income and expenses create the budget and the flows of these both need to be managed. A balance sheet demonstrating the actual revenue against the expenditure should be produced at the end of an event. This balance sheet will aid the planners of the following event if it is repeated in the future. McCabe (2000) lists according to Rogers (2008, 180) other income streams including grants e.g. from government, profits from selling merchandising items and advertising space e.g. in the event related material in addition to the possible sources of income mentioned in the previous chapter. Expenses on the other hand include e.g. rent of the venue, catering, accommodation, delegate and promotional materials, possible presents and salaries of the staff members. Calculating the break-even point of an event is useful in order to find out the number of attendants needed to cover the expenses and therefore make sure that the event does not run at a loss. (pp. 180-181.)

Rogers (2008) uses The Convention Industry Council's 'International Manual' (2005) in order to describe the differences when budgeting for a national or international event. Mainly the budgeting is similar in both types of events with the exception of currency and tax issues that complicate the budgeting of an international event. Currency exchange rates might have a notable effect on the financial result of an event. (pp. 183.) Another issue that needs to be taken into consideration when organising an international event is the difficult and lengthy process of obtaining a visa. If the visa applications of some alleged participants are declined, this can have a significant effect on the budget and therefore this needs to be taken into consideration when formulating the budget. (Pitkänen 2010.)

Other reasons why cultural matters might become a financial issue are e.g. the need for translation services and arranging several meal choices to suit each participant's customs and religion. Different religions can also bring extra costs for the planner as facilities for religious practice might have to be provided and separate social programmes organised. (Globalisation pushes multi-cultural planning up MICE agenda 2007.)

Marketing

A marketing plan is an essential part of organising any event regardless of the size or type. Using plenty of time to organise an event would feel pointless if the attendance level is low. Therefore, the marketing should be started at an early stage. Achieving a high level of attendance is not the only purpose of marketing as it also contributes to the creation of the event's image. There are no definite standards of a marketing plan but often it consists of the following six issues. First part of a marketing plan consists of vision, mission and objectives of the event that have already been determined in the early phases of preparing the strategic plan for the event. Second part is a general picture of the current market and third is the evaluation of the destination or venue. This evaluation includes the strengths and weaknesses of the venue, which should be identified in order to determine the competitive advantages. Next stage is to define the details of marketing strategies that need to be executed, what markets are to be reached and what are the methods and tactics used in order to achieve the goals of the strategies. In addition detailed and measurable goals and timescales for them are defined. Fifth step is to create a marketing calendar for items mentioned in the previous step. Creating a detailed budget for marketing is the final step. Marketing plan can also include an analysis of the political, economical, social and technological changes that might contribute to the organisation and market. This is called a PEST analysis. Formulating and realising the marketing plan is not enough as an exact evaluation of the effectiveness of the plan need to be carried out on a regular basis. This evaluation compares the actual results with the objectives and goals determined in the plan. (Rogers 2008, 116-117, 195.)

Safety

If some kind of crisis occurs, the ground rules for communication are the capability to react quickly, sincerity and honesty. It is also vital to be initiative and active with the information. There are three stages in crisis communication: anticipation, preparation and operation. Ready-made guides for emergencies do not exist and this is why an event organiser should try to predict all kinds of safety risks. Honesty is also a key factor when mapping dangerous situations. Every event is unique and preparing the staff to handle sudden situations is important. Written instructions support the staff to act responsibly and human. (Iiskola-Kesonen 2004, 71-73.) An event organiser needs to make sure the staff members are trained in first aid and a safety kit is available in case of an accident. Being in a new and unfamiliar environment and not knowing what to do or who to contact can create anxiety and even panic among the participants of an event. Setting participants minds at rest adds value to the service and provides competitive advantage over event organisations that are not up-to-date. (Allen 2002, 200.) Finland has an image of a safe country, but relaxing in an unfamiliar location might come across hard if safety issues are passed by with a shrug.

Planning Erasmus IP 2010

Every event planner has to ask a few crucial questions. These questions are why, what, when, where, how, what cost and who (Watt 1998, 4). This chapter introduces the planning of Erasmus IP 2010 through these questions.

Why

Presumably the most important question in event planning is why. This question handles the basic reason why would anyone spend money, time and energy on the event. It is important to have a proper target and meaning for the event and everyone involved in the event organising has to be aware of these. (Op. cit. 5-6.) The general long-term objective of this three-year Erasmus IP project is to explore the ways of utilising innovation and multiculturalism in experiential tourism education. One of

the aims of Erasmus IP 2010 was to enable innovative multicultural learning experience with theme co-creation in tourism. Another aim was to increase and improve the multilateral cooperation between higher education institutions in Europe and their collaboration with enterprises. Facilitating the development and transfer of innovative practices in education and training at tertiary level was another objective. In addition supporting the development of innovative information and communication technology (ICT) based content, practice, services and pedagogies for lifelong learning was also one. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 8.)

People always have a certain motive for going on a trip and travelling. Consuming tourism services is based on wider and more intimate motives than e.g. accommodating in a hotel only because the need to do so. The motives for travelling can be divided into two categories: the primary motives reveal the basic reason for travelling and secondary motives define how and where to travel. (Verhelä & Lackman 2003, 24-25.) Figure 1 represents these primary motives.

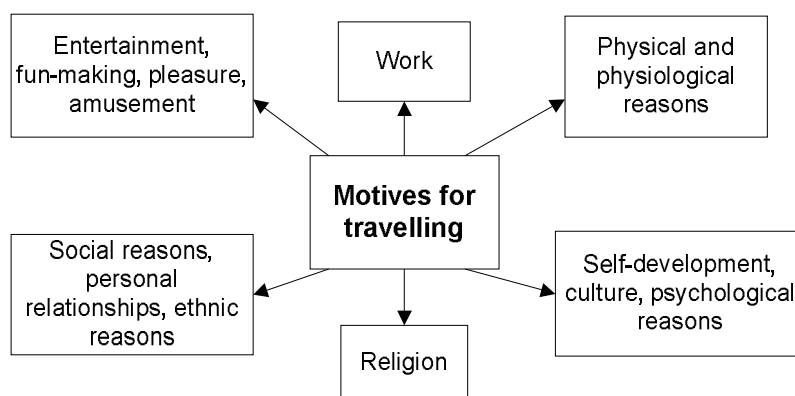


FIGURE 1. Motives for travelling according to Verhelä & Lackman (2003)

Every person travelling has at least one of the primary motives. Travelling due to work can include business related travels such as congresses, exhibitions or incentive-travels. Participating in sports, outdoor activities or rehabilitation is a physical or

physiological reason. Travelling to concerts, theatrical performances or e.g. eco-tourism is considered to be travelling due to self-development, culture or psychological reasons. One of the most traditional reasons for tourism is to visit friends and relatives. People travel for social reasons and to take care of their relationships or search for family roots. Participating in sport events such as Formula 1 racing as a spectator is part of travelling for entertainment. This category also includes different kinds of theme parks and travelling with shopping as the main purpose. Religious reasons involve pilgrimages or religious study trips. (Op. cit. 25-26.)

Erasmus IP 2010 participants were asked to evaluate the factors, which motivated them to take part in the programme. Practise of foreign language seemed to be the most important reason as over 70% of the students told improving their English to be a very important factor. Also cultural reasons and European experience were seen as key issues. Some students mentioned the interest of getting to know Finnish culture and work in multicultural groups. Academic reasons and career plans also motivated the students, but not as much as lingual and cultural reasons. In the classification of Verhelä and Lackman (2003) culture seems to refer to high culture which in this case is not entirely correct. In this thesis culture stands for the beliefs and customs of a nation. Motives that came up in the answers of the students were mostly about self-development and socialising with people from other countries.

What

Next question, what, is about identifying precisely what has to be done and where the event could or should be geographically located. Having a precise plan of how to implement the event is significant when marketing the event for interest groups. (Watt 1998, 6.) Erasmus IP 2010 was an intensive course meant to give students from different countries a possibility to learn and network in a multicultural environment (Intensiivikurssit Erasmus-ohjelmassa 2010). Educational programme consisted of lectures, workshops in multicultural groups and company visits. Programme was made in cooperation with other participating institutions of higher education. The hosting institution, Jyväskylä University of Applied Sciences (JAMK), was in charge of organising practical issues such as accommodation, meals, transportation on the site and finding the required staff for free time activities. Each institution was responsible

for acquiring flight tickets for their students. JAMK was also in charge of the information flow between institutions, enterprises, staff members and students.

When

Third question is when. The event should be scheduled to a date far enough to be able to achieve it. E.g. religious holidays and other events have to be taken into consideration when choosing the date. In case of an overlap, the consequences might be regrettable. If the date of an event is well thought through, it will enable the benefits to be maximised. (Watt 1998, 6.) In multicultural events the scheduled date needs to be considered carefully. From participants point of view practicalities such as applying for a visa and financing their travel take time. The process of acquiring a visa might take up to two months in the Schengen area and participants have to be sure they can obtain a visa before making any travel arrangements. The event organiser needs time for arrangements and for double-checking that everything planned is under control. People react to mail in different ways and in some cultures e.g. responding to invitations might take longer than expected. (Pitkänen 2010.)

The application for Erasmus IP 2010 had to be submitted by 13th March 2009 i.e. about one year before the actual event. Therefore, the planning of this event was started and the dates were decided more than a year ahead. Erasmus programme started on Monday 8th March 2010 and the students arrived to Finland the previous day. Final day of the study programme was Wednesday 17th March and the students departed the next day. Thus Erasmus IP 2010 was organised between March 7th and 18th 2010 with ten days of subject related work. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 2, 19.) The dates in question were chosen together with all the participating institutions. As the school holidays are held at different times in different countries it was not possible for one participating organisation to make the decision without consulting others. (Törn 2010.)

Where

Next question, where, handles the location in more detail. The venue should be easily found and it should be reachable by using public and private transportation. The

aims and needs of the event should also be kept in mind when choosing the venue as the customers have high expectations of the location. (Watt 1998, 6-7.) Erasmus IP 2010 was held in Central Finland. First four nights were spent in Youth Centre Piispala, located in Kannonkoski. During these days all lectures, meals and activities also took place in Piispala. Fifth night was spent in Spa Hotel Peurunka in Laukaa, which was also the location for all their activities during that day. Last six nights were spent in Hostel Laajari in Jyväskylä. While in Jyväskylä, most lectures and workshops were held at Jyväskylä University of Applied Sciences' Lutakko Campus where the students also ate for the most part of their stay. On Saturday the lecture and workshop was held at the Main Campus in Rajakatu as Lutakko campus was closed. During the time in Jyväskylä, free time activities were held in several places mainly near Lutakko Campus. (Junttila & Törn 2010.)

How

Even if all the previously mentioned aspects are in order, the event cannot succeed without a workable method. This is question number five, how. Personnel, structure, support services and the general commitment are key factors. (Watt 1998, 7.) As JAMK was the organising institution, it was JAMK's responsibility to arrange required staff members and delegate tasks to them. It was important to make sure that staff members are aware of the aims and objectives of Erasmus IP 2010. This can be done by using internal communication, which in this case was mainly managed online by using Ning software. It is a free platform for anyone to create social networks. All the students taking part in and teachers connected with Erasmus IP 2010 were all members of the Erasmus IP 2010 network in Ning.

What cost

Every event needs funding. Before beginning the execution of event plans, the funding should be in order. A detailed budget should be prepared still leaving enough room for unexpected expenditure. (Op. cit. 7.) Costs of Erasmus IP 2010 were divided into three categories. First category consisted of organisational costs such as costs related to the production of educational material and documents, rental of rooms or equipment as well as administrative costs and travel costs in the preparation and evaluation phase of the IP. Second category included travel costs for teachers and

students. Travel costs from JAMK students for the time spent in Jyväskylä were excluded as the institution is located in the same city where the IP took place. Third category was subsistence costs of the students and teachers during the IP. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 23.) Erasmus IP Innovative Approaches in Multicultural Tourism Education is funded by the European Union. Students participating in Erasmus IP 2010 will get 75% of their travelling costs refunded against receipts and used boarding passes (Törn 2010). CIMO, Centre for International Mobility, is an administrator for almost all EU education, training, culture and youth programmes (About CIMO 2009) and acts as an intermediary in this.

Who

One of the key issues is the final question who. Each event need personnel, only the amount of employees changes according to the size of an event. No matter what is the number of staff members, effective leadership, organisation and hard work are needed. Key figure is the event organiser who has many different roles ranging from administrator or crisis manager to humorist. As vital as the employees is the audience. Without an audience the event does not exist. (Watt 1998, 7-8.) The main organiser of Erasmus IP 2010 was Jyväskylä University of Applied Sciences (JAMK). Staff members from JAMK School of Tourism and Hospitality Management taking part in this were Minna Junttila, Anne Törn, Jorma Asunta, Mika Niskanen and Susanna Nuijanmaa. The three other participating institutions of higher education were also partners who participated actively in the project. These were TSI – Turismo Sant Ignasi (Universitat Ramon Llull) from Spain, Kodolányi János Főiskola (KJF) from Hungary and NHTV Breda University of Applied Sciences from The Netherlands. One person from each institution had to be a member of the management group. The direct target groups were 49 students and 11 teachers from these four institutions. (Lifelong Learning Programme Erasmus, Application Form 2009 for Intensive Programmes (IP) 2009, 9, 14.)

Erasmus IP 2010 had also indirect target group which consisted of five tourism related enterprises in Central Finland. These enterprises were Youth Centre Piispala,

Spa Hotel Peurunka, Alvar Aalto Museum, Craft Museum of Finland and Jyväskylä Art Museum. (Törn 2010.) Erasmus IP 2010 case studies were made for these companies. These case studies were meant to be innovative and give new insights for the enterprises to improve their operations.

Free time activities were designed and implemented by tourism students of Management of Event Production Process course from the Jyväskylä University of Applied Sciences. Programme included one or two free time activities daily. These activities were mainly outdoor plays. The themes for free time activities were innovativeness and sustainable development. (Junttila & Törn 2010.)

4 DEFINING CULTURE

Culture can be heard, seen, felt, or even tasted but that is only the visible part of culture. According to Hofstede and Hofstede (2005) visible parts of culture are for example words, gestures, pictures or cultural objects. These are called symbols. Old symbols disappear and new symbols, often copied from other cultures, replace the old ones. Hofstede and Hofstede have developed a model to describe the layers of culture. This model is like an onion where the outer edge is comprised of these symbols. The second layer inwards comprises of heroes. These heroes can be persons who are alive or dead, real or imagined. Either way these characters are appreciated among their culture and act as a model for behaviour. (pp. 7.) Examples of these heroes in Finnish culture could be the characters from Kalevala.

Third layer inwards comprise of rituals. Rituals are activities that are carried out within a culture to reach a certain goal regardless of them not being essential. Most common examples of daily rituals are greeting and paying respect to others. Religious ceremonies are also examples of these rituals. These three layers are visible aspects of culture included in the practices part of Hofstede and Hofstede's onion. These practices are visible to outsiders however the cultural meaning is only understood by other representatives of the same culture. (Op. cit. 8.)

The core of this onion consists of values. Values are assimilated already in childhood by parents. They are tendencies that make people prefer certain situations over others. According to Hofstede and Hofstede (Op.cit. 8) values deal with:

- Evil versus good
- Dirty versus clean
- Dangers versus safe
- Forbidden versus permitted
- Decent versus indecent
- Moral versus immoral
- Ugly versus beautiful
- Unnatural versus natural
- Abnormal versus normal
- Paradoxical versus logical
- Irrational versus rational

Frequently culture is as well described as an iceberg. The tip of the iceberg, in this case material or objective culture, is the only thing noticeable although the bottom is much greater. The invisible part is intangible or subjective culture and it supports the upper part. (Gore 2007, 38.) In order to actually understand a culture one has to examine the intangible part.

People tend to have prejudices towards other cultural groups. They occur as a negative attitude towards e.g. foreigners or new situations. Prejudices often derive from stereotypes that are created or fed by mass media products. These products enable people to have stereotypes of people and places they have never met or even seen. Linguistic tendency to categorise phenomena into meaningful classes causes stereotyping. Often these classes have negative nuances which have a malign effect on understanding. Stereotypes and prejudices can cause discrimination. Excluding, avoiding or keeping someone at arm's length away is a typical example of discrimination. (Op. cit. 48.) Most of the people are taught to believe stereotyping is wrong yet it comes naturally. Stereotyping can in truth be wrong or hurtful when it results from

misinformation and leads to discrediting. However, it can be a positive thing as well. Stereotypes are made to help process new information compared to earlier knowledge and experience. Problem is not the existence of stereotypes but the way people use them. People tend to use stereotypes also when describing their own culture as describing it otherwise might be difficult. (Schneider & Barsoux 2002, 13.) There are several reasons why cultures stereotype themselves. These reasons are selling popular culture and tourism as well as idealising and differentiating themselves from other cultures. Stereotypes which have thoroughly been studied and thereby found to be realistic are called sophisticated stereotypes. These are not caused by denigration however still remain superficial manifestations. Plenty of pivotal information lies behind sophisticated stereotypes. (Hampden-Turner & Trompenaars 2002, 20-21.)

Many take culture for granted as it is something people are born into and therefore are not able to choose themselves. Culture is part of a person's identity and it guides through life. A person might not even think about their own culture unless being confronted with another significantly differing one. Culture affects the way people perceive the world. This can be described by using so called magic eye pictures as an example. These pictures at first only seem to be wavy lines but when they are looked in the correct way, a picture will occur. For some people it is very easy to see the hidden picture, while others have to try much harder and some might never be able to see it. Everyone is looking at the same thing; it is just the perception of it that differs. Physical senses such as sight, sound, smell, taste and touch are the means of receiving information about the world. Individual's culture has an effect on what people sense and especially it has an effect on how an individual perceives the world. (Jandt 1998, 22, 185.)

When different cultures are brought together in an event, misunderstandings and problems in communication are sure to follow. Jandt (1998) describes the situation where two different cultures meet with the help of an object lesson. He portrays a mime artists' show about being trapped in an imaginary box. The mime walks into one direction and suddenly hits an invisible wall, he tries another direction and the same happens. In the same way one might feel trapped in an invisible box when communicating with people from different cultures. In this case the walls are com-

munication barriers and the only way to be able to avoid them is to learn to see them. There are six communication barriers that might complicate these situations if one is not aware of them. These barriers are anxiety, stereotypes, prejudice, assuming similarities instead of differences, ethnocentrism, nonverbal and language problems. Anxiety can cause disturbances in communication if a person is nervous about speaking in another language than one's own and therefore a person might even make grammar mistakes that are not typical for the person in normal communication situations. One easily assumes that another culture is similar to own and therefore significant differences might be ignored. On the other hand the opposite, assuming that the other culture differs greatly from own, is neither a good option as similarities are ignored. Best option is to assume nothing and find out what are the customs. Another communication barrier is ethnocentrism which is about evaluating another culture with own culture's standards and believing that your own culture's habits and manners are somehow better than other culture's. These feelings are familiar for people experiencing culture shock. Once the culture shock is gone, one sees the other culture as simply different not better or worse than one's own culture. (pp. 68.)

Language is a set of symbols that a community shares to be able to communicate meaning and experience. Each language has unique aspects which might be difficult to translate. When a person learns his/her native language, unconsciously he also learns the culture. A person who grows up speaking more than one language might become more aware of different ways of understanding and describing reality. Cultural elements can be seen in the grammar and vocabulary of a language. If a language has several words to describe certain issues, these must be significant issues for the culture. Culture can also be noticed in the grammar of a language as some language might not provide the possibility to describe certain relationships. Presumably these relationships are not important in the culture or might not be perceived at all. (Op. cit. 140, 167.)

4.1 Cultural dimensions

People use measurements to compare things. When a person wants to know if one item is bigger or smaller than another item, one will measure the height and width of it. These measurements are dimensions and in the same way cultures can be compared by using dimensions. The measurements in cultures are not physical as they measure values and attitudes. (Op. cit. 232.) Many researchers have created models for studying and measuring the differences and similarities between cultures. For example Kluckhohn and Strodtbeck published their theory of cultural differences in 1961, Hofstede's research was published in 1980 and Hall's research followed in 1990. (Gore 2007, 40-41.) Trompenaars confirmed some of Hofstede's visions and in cooperation with Hampden-Turner extended them in their own research which was published in 1997 (Lahti 2008, 85).

Kluckhohn and Strodtbeck suggested in 1961 that all cultures share the same problems in relationships with other people, time, activities and nature. They stated five questions that describe these basic problems. First question handles a person's relationship to nature and is called man-nature orientation. It asks if people dominate, live with or subjugate nature. Second question is about the modality of human activity. This is activity orientation and it defines if the people in a particular culture are passively accepting, transforming or initiating action. Third question is about the culture's time orientation i.e. if the culture has emphasis on the past, present or future. Next problem questions the innate character of human nature and is referred to as human-nature orientation. Human nature can either be primarily evil, good or a mixture of these two. Last problem asks what the relationship of an individual to other people is. Linear hierarchy, group identification and individualism are the possible ways to organise interpersonal relationships in this problem named as relational orientation. (Jandt 1998, 235-236.)

Gore (2007) explains the main elements of Hall's research. These are context, space, time and information flow. Context is about the amount of information that needs to be given in order to deliver a message or to communicate successfully. Context can

be either high or low, the latter meaning a culture where more explicit information is needed in communication. Second major cultural element according to Hall is space, which is about how much personal space one needs in different cultures. Third element is time which can either be monochronic or polychronic. In a monochronic culture activities are scheduled and carried out one at a time. Polychronic is the opposite where activities are not distinguished and they are performed simultaneously. Final element is the information flow between people and organisations. (pp. 40-41.)

4.1.1 Hofstede

Hofstede has divided cultural differences into four categories based on the research published in 1980 in his book *Culture's consequences* (Hofstede & Hofstede 2005, ix). The research was conducted within subsidiaries at IBM offices in 72 countries. The survey was carried out twice, in 1968 and 1972 and the result was 116,000 questionnaires. Cultural differences from the answers were relatively easy to notice as the respondents represented the same occupation, gender and age group. These categories are power distance (PDI), individualism (IDV), masculinity (MAS) and uncertainty avoidance (UAI). Long-term orientation (LTO) was found five years later while studying the answers of Chinese Value Survey designed by Chinese scholars. The survey was conducted among students in 23 countries. (Hofstede 2001, xix, 351.)

Power distance represents the gap between leaders and subordinates from the latter's point of view. It can be seen both in working and personal life. Power distance index represents the dependence relationships in a country or an organisation. In a small-power-distance country the dependence of subordinates on leaders is limited and consultation is the preferred method of working. Subordinates are allowed to express their opinion as the emotional distance between them and their leader is small. On the contrary the dependence between subordinates and leaders is significant in large-power-distance countries where the employees hardly approach the management. Employees either prefer such dependence or reject it entirely. Division into two different parties, those who accept the dependence and those who reject it, can be noticed in large-power-distance countries. (Hofstede & Hofstede 2005, 45-46.)

Individualism is the opposite of collectivism and describes individuals' position in a group or a society. In an individualist society each person is expected to take care of themselves and their closest family members whereas in a collectivist society people are born into strong families which consist of not only the immediate family members. In a collectivist society a person is not considered as an individual in the same sense as in individualistic society. Group's interest is more important than the person's own. (Op. cit. 76.)

Masculinity, the opposite of femininity, indicates the distribution of roles between men and women. Distribution of gender roles is one of the fundamental issues in any society. The masculine extreme is assertive and competitive whereas the feminine extreme is modest and caring. (Hofstede 2009a.)

Uncertainty avoidance handles a society's tolerance for uncertainty and ambiguity. It refers to the extent on which a representative of a certain culture feels uncomfortable or comfortable in an unstructured situation. This comfort or discomfort is programmed by the culture. Possibility for unknown or surprising situation is minimised with strict laws and security measures in countries where the uncertainty avoidance index is high. In countries where the uncertainty avoidance index is low differing opinions are tolerated, rules are kept to a minimum and religious freedom exists. (Op. cit.)

Long-term orientation can be described as valuing the virtues oriented towards future. Especially thrift and perseverance are among appreciated values. Short-term orientation on the other hand is about valuing the virtues related to the past and present. Appreciated values are respect for tradition, protecting one's honour and fulfilling social obligations. (Hofstede & Hofstede 2005, 210.)

4.1.2 Trompenaars and Hampden-Turner

In the course of 14 years a research of 46 000 managers from more than 40 countries was conducted for the most part by Trompenaars. This research resulted into six dimensions that define the major differences between national cultures. Each of these

dimensions has contrasting value poles. These dimensions are universalism versus particularism, individualism versus communitarianism, specificity versus diffusion, achieved status versus ascribed status, inner direction versus outer direction and sequential time versus synchronous time. Trompenaars added one dimension more in his book *21 Leaders for the 21st Century*. This dimension is about showing emotions and is called neutral versus affective. (Hampden-Turner & Trompenaars 2000, 11; Hampden-Turner & Trompenaars 2002, 19-20.)

The first dimension, or a dilemma as Trompenaars and Hampden-Turner refer to these dimensions, is universalism versus particularism. In universalism the similarities are searched for, these shared characteristics are imposed to all members and regulations are made. Keywords are rules, codes, laws and generalisations. Particularism is the opposite where differences and unique characteristics and exception are looked for. Keywords for particularism are exceptions, special circumstances and relations. Universalism is significant when it comes to legal and scientific issues where the common law requires that everyone is treated equally. (Hampden-Turner & Trompenaars 2000, 13-14; Hampden-Turner & Trompenaars 2002, 19.)

Second dimension is individualism versus communitarianism and it handles the question of an individual's responsibilities. Is an individual supposed to serve his/her own goals and targets or those of the family or nation? Key words in individualism are personal freedom, human rights and competitiveness. Communitarianism emphasises words such as cooperation, social responsibility and harmonious relations. Third dimension is specificity versus diffusion. A culture leaning towards specificity has emphasis on facts, statistics, units, analysis and hard numbers whereas a culture leaning towards diffusion prefers relations, patterns, connectedness and soft processes. (Hampden-Turner & Trompenaars 2000, 11, 68; Hampden-Turner & Trompenaars 2002, 37-38.)

In achieved status versus ascribed status the reasons for individual's achievements are analysed. Is the person being appreciated because of own achievements and workings or because of what the person is, e.g. age, family and education and what this person can be? Next dimension deals with virtue and its origin. Inner directed

cultures believe that virtue is inside every person in wills, core beliefs and principles. Fundamentally everyone knows what is right and everyone has a soul. Outer directed cultures believe that virtue lies outside, in the power of nature with its beauty, force and seasonality. (Hampden-Turner & Trompenaars 2000, 234; Hampden-Turner & Trompenaars 2002, 52.)

Concept of time reveals much about a culture. Time can be seen as a race where as much as possible needs to be done in certain time limits. This time concept is called sequential and the opposite is called synchronous. In the latter concept time is seen as dance, where moving in time, in synchrony, with other people or processes is important. Time is seen as circular where events and opportunities are repeated. In the opposite concept time is seen as *seriatim* and as something that is gone forever once it has passed. The concept Trompenaars added later on is called neutral versus affective. It handles the issue of inhibiting emotions, i.e. neutral or expressing emotions which is called affective. (Hampden-Turner & Trompenaars 2000, 295; Hampden-Turner & Trompenaars 2002, 20, 64.)

5 RESEARCH

A research has always a purpose which directs the choice of strategy. Choosing the right research method is often guided by what kind of information is searched and from where. It is important to reflect on the proper method and be rational about it. Knowing the pros and cons of all possible methods can help in the choosing process without forgetting available time and resources. Even though qualitative research studies meanings and quantitative handles numbers they are not always opposites. They are ways of approaching the research and often complete each others. (Hirsjärvi, Remes & Sajavaara 2009, 136-137, 184-185.) The purpose of this thesis was to understand the challenges of organising a multicultural event by using Erasmus IP 2010 as a case study. The research was done by using both qualitative and quantitative research methods as parallel. These methods included observation, interview, questionnaire and acquisition of information using literate sources. Inter-

views were chosen to be used because of the poverty of literature in organising multicultural events.

5.1 Observation

Observation is about studying the object in focus on its merit. Visual data collection is not the only method of observation as smelling, tasting, hearing and touching are also part of this. (Metsämuuronen 2001, 43.) Observation takes place in natural situations and it gives raw information whether people truly act the way they say in many instances. Observation suits well to qualitative research as it is not artificial the way other methods can be. (Hirsjärvi, Remes & Sajavaara 2009, 212-213.)

Observation can be divided into four different categories based on the level of participation.

- The complete observer
- The observer-as-participant
- The participant-as-observer
- The complete participant

The complete observer is an outsider who watches the activities from a distance and does not take part in them. This method is used when observing issues that might be illegal or in a situation where there is reasonable doubt to expect that the objects of observation might change their behaviour due to the research. The observer-as-participant differs from the participant-as-observer in the level of participation. The first one is more of an observer than a participant and the latter one is more of a participant than an observer. It might be difficult and sometimes even unnecessary for the observer to keep the role of a complete outsider as he/she has moral responsibility to step in if immoral behaviour is noticed. The fourth category is the complete participant which means that the observer becomes part of the research group by infiltrating. This method has been used e.g. when investigating wars or religious groups. (Metsämuuronen 2001, 44-45.)

One part of this research before the actual Erasmus IP 2010 was to observe how multicultural participants were taken into consideration at Career and Recruitment Event. The Creating careers -fair was held 18th February 2010 at Jyväskylä Paviljonki and it was organised by University of Jyväskylä, JAMK University of Applied Sciences and the Vocational College in Central Finland. The focus of the event was to bring employers and employees together and it was directed to students and those who have already graduated. (Career and Recruitment Event Creating Careers 2010.)

Observation during the Erasmus IP was conducted in Piispala Youth centre and in Jyväskylä at Lutakko Campus. The students spent their first days in Finland in Piispala and they all accommodated and spent their time in a small area which made it easier. The observation was implemented mainly from the role of an outsider in order to get truthful data. The students were informed that two girls from JAMK were making their thesis about organising a multicultural event however we did not take part in the actual Intensive Programme. The role of a participating observer does not suit in this case as our assignment in organising the event was so little.

5.2 Questionnaire

Obtaining reliable and valid data on the subject in question is the purpose of a questionnaire. With a questionnaire a researcher can obtain a great deal of data in a short time period in order to gain the opinion of a larger population. A questionnaire includes collection of information, a certain target group and it systematically collects analysable, quantifiable data on preordained variables. It can be a recap of a certain situation and repeated when necessary. (Finn, Elliott-White & Walton 2000, 87.) The creator of a questionnaire needs to be careful in order to avoid confusing or misleading the respondents. Questions should be essential for the research, not too long or complicated, yet sufficiently informative. The amount of questions is also important as it should provide value to the researcher without being wearisome for the respondent. Before execution the questionnaire should be pre-tested in order to avoid inconsistencies. (Johns & Lee-Ross 1998, 76-77.)

When designing a questionnaire for a multicultural group attention should be paid to cultural differences. Questions should be neutral so they are not offensive to any of the respondents. In some cultures pleasing authorities, in this case the organisers, is so great that it might affect their answers because in their mind the opinion of the authorities has more importance than their own (Op. cit. 77). A feedback questionnaire which can be returned without any personal data might be seen as a good way of expressing opinions without the fear of losing on one's face. (Björn 2010).

The questionnaire of this research was directed to students participating in Erasmus IP 2010. The questionnaire was designed during the IP and conducted on 17th March 2010 using the Digium Enterprise service. Digium Enterprise is an Internet-based software designed for collecting data and feedback (Digium Enterprise 2010). Questions made for this research were included in the same Digium-questionnaire as the official feedback of Erasmus IP 2010 made by Minna Junttila and Anne Törn. The students were given only one extensive questionnaire instead of few brief ones in order to guarantee as many responses as possible. The questionnaire produced mainly quantitative data which was analysed with SPSS Statistics 17.0 software. The whole model for the questionnaire can be seen in appendix 3.

Questions from one to three were made to clarify backgrounds of respondents. The participants were asked to tell their age, sex and to choose their home country from Finland, Hungary, Spain and The Netherlands. In case of other possible nationalities the option "other" was given.

In questions from five to ten the students were asked to evaluate their opinion on a scale from one to four. The scale was chosen to be even, so that all respondents would have to think carefully whether they were more satisfied or dissatisfied. If the respondent does not have a clear opinion a scale from one to five gives the opportunity to choose an answer that is right in the middle of good and bad. At the end of each question there was also a blank space for the students to elaborate their opinion.

Question number four was open-ended and the purpose was to determine what kind of issues the participants think need to be taken into consideration when organising a multicultural event as they are all tourism students as well. Question number five measures their satisfaction of how these issues mentioned in the previous question were noted at Erasmus IP 2010.

Questions number six and seven were taken from the questionnaire of Erasmus IP 2009 which was designed by Charles Arcodia from the University of Queensland, Australia. These questions were chosen to be repeated in 2010 because they handle cultural recognition of the staff. At the beginning the idea was to compare the responses received in 2010 with the answers of Erasmus IP 2009, but the idea was cast aside later on. In our opinion it did not seem relevant for this thesis to compare these two years.

Before their arrival to Finland the students were given an assignment of multicultural cooperation. Question number eight was designed to see if the students found the pre-assignment useful as they had to work in multicultural groups during their stay. Questions nine and ten determine whether the students noticed any cultural differences that somehow affected Erasmus IP 2010. The question nine was somehow misinterpreted as it turned out some Finnish students had answered to this question which was "Did you notice any cultural differences between your culture and the host country that somehow affected Erasmus IP 2010?" The purpose was to get answers only from Hungarians, Spaniards and the Dutch.

5.3 Interviews

Interviews can be defined into three main types based on their degree of structure. These types are structured, semi-structured and unstructured. Structured interview has predetermined content and all the questions are presented equally and in the same order to all interviewees. Results of structured interview are easy to compare and analyse because it produces quantitative data. The negative side of this type of

interview is the near lack of flexibility in the answering possibilities. Semi-structured interviews also have specified questions but they give more space for elaboration. On the other hand this might increase the possibility of bias as the interviewer can select the questions which might lead to difficulties when comparing the results. Unstructured interviews do not actually exist because in every interview there should be at least topics considered beforehand. This is why this type of interview is often referred to as semi-structured interview. Interviewee is allowed to express his/her ideas or opinions in own words as the interviewer's role is small. Comparing and analysing these types of interviews is difficult. (Finn, Elliott-White & Walton 2000, 73, 75.)

Four interviews were implemented for this research during March and April 2010. The model for them was chosen to be semi-structured. All of the questions were open-ended with a purpose of giving the interviewees more possibilities to elaborate on issues that are important in their point of view. The aim was also to avoid prompting the interviewees in any way. Interviews were made in Finnish even though the questions in appendix 4 are in English.

Interviewees were chosen due to their expertise and work in multicultural events. Jyrki Heiskanen, a Programme Director of Kaustinen Folk Music Festival was interviewed via e-mail because of long distance. The three other interviewees were Petra Salonen, Coordinator of International Activities of Piispala Youth Centre, Pirjo-Leena Pitkänen, Congress & Event Manager of Confedent International and Nina Björn, International Relations Manager of JAMK. Each of these four persons represents a different kind of occupation and event type. A request for an interview was also sent to Jaana Ruponen, Marketing Manager of Jyväskylä Convention Bureau, and Riia Martinoja, Event Manager of Your Move 2011-event, but replies were never received.

6 RESULTS

6.1 Comparison of participating cultures of Erasmus IP 2010

In order to understand the participants of Erasmus IP 2010, analysis of their cultures was conducted by utilising the culture theories of Hofstede and Trompenaars. Results of Hofstede's research were easily reachable because scales representing the scores of the countries studied in his research are available on his website. The estimation scale is between zero and a hundred, however in some exceptions the index of a country in some dimensions might be more than a hundred. Analysing the Erasmus IP participants utilising Trompenaars' theories was more difficult as his books do not offer detailed information on the results of his study regarding individual cultures. Therefore, the analysis of Erasmus IP countries according to Trompenaars' study does not provide information of all the participating cultures in each dimension. E.g. these books did not offer enough information to be able to analyse achieved versus ascribed status of Spain, Finland, Hungary and the Netherlands. Analysis of these countries utilising Trompenaars' theories is our interpretation based on Trompenaars' and Hampden-Turner's work.

Based on Hofstede's dimensions

In Hofstede's research, Finland's power distance index is 33, slightly higher than the average PDI of Scandinavian countries, which is 30. Finland is among the countries with the lowest score in PDI as the world average is 55. Hungary's estimated PDI is 46, the Netherlands' score is 38 and Spain's 57. (Hofstede 2009b; Hofstede 2009c.) Therefore, Finland has the lowest score of the Erasmus IP 2010 participants, the Netherlands comes second, Hungary third and Spain fourth with a score that is close to the world average. According to Reisinger and Turner (2003) Hofstede states that countries with high PDI do not view people as equal, however everyone has a rightful place. Obedience, authority and cooperation are valued and social hierarchy exists. In a low PDI country, e.g. in Finland, inequality is minimised and independence, personality and consultancy are appreciated. (pp. 105.) The low PDI in Finland is noticeable in business life where the managers might consult the subordinates before mak-

ing decisions, or in personal life in the relationship between parents and their children. This relationship might resemble a friendship and the descendants are allowed to make their own decisions related to e.g. education, career choices and relationships. In all probability this also applies to the Netherlands as their score in PDI is nearly the same. Spain's higher PDI indicates that authority, obedience and hierarchy are more important in their culture than in the cultures of other Erasmus IP 2010 participants. Feedback from Erasmus IP showed that some Spanish students would have wanted more guidance from the teachers in their assignments. This might be a consequence of their high PDI as cultures with high PDI are used to obeying the manager.

Children's right of decision is also an example of a relatively high individualism index. Finland's score in IDV is 63, Hungary's estimate 80, the Netherlands' 80 and Spain's 51 with the world average being 43 (Hofstede 2009b; Hofstede 2009c). Hofstede mentions the Netherlands as one of the most individualistic countries in the world in Reisinger and Turner's (2003) book. Highly individualistic cultures accentuate the rights, goals, needs and concerns of individuals as well as their self-actualisation and development. E.g. freedom, achievements, autonomy, pleasure and financial security are important. On the other hand countries with low IDV score are group oriented and emphasise the needs, rights and goals of a group, not individuals. (pp. 106-107.) Finns are very independent, they move away from their childhood homes at a comparatively young age. The nuclear family consists of children and their parents. Grandparents are important to the family's life even though they do not take part in the upbringing of children. The IDV index of Spain is only twelve points lower than Finland's. This seems surprising as children in Spain still live with their parents when studying in a higher education institution, which is rare in Finland. However, this might be explained with financial reasons. Hungary's and the Netherlands' index is remarkably higher than in Finland and Spain, which means that the needs and wants of an individual are more important in those countries than the interests of a group. An example of individualism in education is also the varying styles of teaching. Some rely more on the student's individual thinking and creativity where some give more detailed guidance. This was also apparent during Erasmus IP 2010 as not everyone was pleased with the amount of information the teachers offered.

Substantial differences were noticeable in the masculinity index of the countries participating in Erasmus IP 2010. Finland's score is 26, Hungary's estimation 88, the Netherlands' 14 and Spain's 42. Again Spain is closest to the world average, which is 50. (Hofstede 2009b; Hofstede 2009c.) The greatest difference is between the Netherlands and Hungary, 74 points, the Netherlands being on the feminine side and Hungary one of the most masculine countries in the whole research. Hofstede states (Reisinger & Turner 2003) that highly masculine countries are money and possession oriented where performance, growth, achievements and assertiveness are appreciated. Highly feminine countries such as the Netherlands and Finland are people oriented and the quality of life and welfare of others are important matters. Opposite to the masculine countries, sex roles are equal. (pp. 107-108.) According to the feedback from Erasmus IP students, some conflicts appeared between the Dutch and the Hungarian students. The reason for this might lie in the great difference in MAS scores or e.g. in tolerance for other cultures. Hungary's estimated index is very high, meaning that masculine values such as assertiveness and achievements are significant matters for Hungarians, whereas in the Netherlands the opposite values are notable. Spain's MAS index seems surprisingly low, but it has to be kept in mind that this research was conducted about 30 years ago. Therefore, the results might be different if the research was replicated nowadays. Some of the countries, e.g. Hungary, were not included in the research and therefore their scores are only indicative estimates.

Finland and the Netherlands have alike points in the uncertainty avoidance index, 59 and 53. Similarly Hungary and Spain scored nearly the same, 82 and 86. World average is between these two groups, 64. (Hofstede 2009b; Hofstede 2009c.) In this case Finland is closest to the world average. According to Reisinger and Turner (2003), Hofstede lists Spain as one of the countries with the highest index in UA. These countries see uncertainty in life as a threat that must be fought. In order to avoid uncertainty they disapprove competition and avoid conflicts to gain stability with little risks. Cultures with low UAI are the opposite as ambiguity and uncertainty are tolerated, risks are taken, people are less stressed and more optimistic about the future. (pp. 106.) In compliance with the feedback and observation of Erasmus IP 2010, Spain's high uncertainty avoidance index was evident. It occurred e.g. in group dy-

namics as the Spanish mainly socialised with their own countrymen and seemed not interested in making acquaintance with other participants. The reason for this might be their uncertainty of their English skills. As they are extroverts by nature, it is unnatural for them to end up in the less talkative role. Therefore, they might prefer to use their own language which also applies to many other nationalities. Hungary also scored high in UAI. However, their uncertainty was not similarly visible during Erasmus IP 2010. Finland's and the Netherlands' indexes were significantly lower than Hungary's and Spain's, which means that people from these cultures are less afraid to take risks and more comfortable in unfamiliar situations.

Long-term orientation was added to the research afterwards and therefore e.g. Finland and Spain do not have scores in this category. Estimation of Hungary's LTO is 50 and the Netherlands' score is 44. Both countries score near the world average of LTO as it is 45. (Hofstede 2009b; Hofstede 2009c.) Significant orientation to neither direction is not noticeable as both countries are on the middle level of the scale. However, the Netherlands is slightly leaning towards the short-term orientation which means that emphasis is somewhat more on past and present than on the future. In our estimation, the LTO indexes of Finland and Spain would be roughly similar to Hungary and the Netherlands. When organising an event for participants coming from short-term orientation countries, it is crucial to know the country's history to be able to understand and respect their culture and behaviour.

Based on Trompenaars' and Hampden-Turner's theories

In Trompenaars' and Hampden-Turner's research, the Netherlands is stated as one of the most universalist countries. Spain is among the less universalist ones, as are also many other catholic countries. (Hampden-Turner & Trompenaars 2000, 16.) Universalist countries emphasise rules more than relationships, aim for consistency and uniform procedures. Particularist countries are the opposite by emphasising relationships and creating informal networks. (Hampden-Turner & Trompenaars 1998, 49-50.) The Netherlands is the most universalist participant of Erasmus IP 2010 and Spain the least. According to Trompenaars' scales both Finland and Hungary seem to be strongly universalist, especially Finland (Op. cit. 35, 37, 39).

Individualism versus communitarianism is similar to Hofstede's dimension and therefore the results of Trompenaars' research on the same subject are alike. All participating countries of Erasmus IP are more individualistic, although the scales do show indications to the communitarianism e.g. in Finland's answers (Op. cit. 52, 55, 57).

Cultures with high specificity are occasionally called low context and diffuse cultures high context. The amount of information needed in order to communicate successfully in a culture defines whether a culture has low or high context. Specific cultures are direct, precise and separate personal and business life. Diffusive cultures on the other hand are indirect, ambiguous and separation between private and business life is not clear. (Op. cit. 92, 103-104.) The Netherlands' culture is specific as well as Finland's and Hungary's. Spain's culture is diffusive (Hampden-Turner & Trompenaars 2000, 126) and therefore it is the most differing culture of the four Erasmus IP 2010 participants.

Most European countries score high in inner direction and Spain and the Netherlands are among the most inner directed countries in the whole research. Inner directed cultures believe the given environment can be controlled by the individual whereas outer directed believe that people must respond to external situations. Outer directed cultures are also more flexible and willing to make compromises where inner directed cultures are more dominant. (Hampden-Turner & Trompenaars 1998, 147-148, 158-159, Hampden-Turner & Trompenaars 2000, 238-240.)

When studying countries' sequential or synchronous relation to time, Trompenaars also studied short and long-term orientation. Hungary and Finland have long-term orientation, and also the Netherlands and Spain seem to be leaning towards long-term orientation rather than short-term. (Hampden-Turner & Trompenaars 2000, 299-300.) Countries with long-term orientation emphasise freedom and possibilities whereas short-term oriented cultures hold history and traditions important. According to Trompenaars' scale Hungary, Finland, the Netherlands and Spain are all sequential cultures. (Hampden-Turner & Trompenaars 1998, 131, 143.) This means that these cultures usually engage in to one activity at a time instead of performing several tasks simultaneously.

Expression of emotions is handled in the last dimension. The Netherlands, Hungary and Finland are slightly on the affective side, which means that feelings are showed e.g. by laughing, smiling and gesturing. However, their score is not far from the neutral side where emotions are controlled and not expressed. Spain is clearly an affective culture (Op. cit. 70-71) and again it differs most from all Erasmus IP 2010 participants.

When studying the results of Trompenaars' and Hampden-Turner's research, Spanish culture seems to be the most differing culture in Erasmus IP 2010. Our observation also confirmed this as the Spanish students stood out with their behaviour. They were louder than others, socialised mainly with their own countrymen and their time concept was different from others. However, major differences did not occur probably because all the countries participating in Erasmus IP 2010 were from Europe. If the participating countries were e.g. from Asia, Africa, Latin America and Europe, cultural characteristics might have been significantly different. That would have had a greater impact on the actual event and to the planning of it.

6.2 Questionnaire results

The questionnaire was appointed to 48 students of which 47 responded. As shown in appendix 5, half of them were 20-22 year-olds. Thirteen of them were 18-19 year-olds and nine were between the ages of 23 to 25. Table 1 represents the amount of respondents according to their home countries and gender.

TABLE 1. Respondents according to home country and gender

		Home country				Total
		Spain	Netherlands	Hungary	Finland	
Sex	Female	7	11	8	11	37
	Male	5	2	1	2	10
Total		12	13	9	13	47

Studying the results of the questionnaire showed that Finnish students gave more answers to open-ended questions than other participants. They specified the given scores and produced more qualitative data than others. However, the results were examined by nationality in order to avoid emphasising the Finns' opinions.

Question number four was an open-ended question asking what issues needed to be taken into consideration when organising a multicultural event. The purpose was to deal with this issue in general and ask for the participants' opinion as they were all studying tourism. However, the students seemed to have understood this question differently as most of the answers were feedback about Erasmus IP 2010. Issues mentioned the most were cultural differences and similarities, food, organisers, schedule and its flexibility and especially meal times. Different time concepts, language and way of speaking, target market, budget, accommodation and other facilities as well as the location, transportation and motivation of the participants were also mentioned. Some wished for better mixing of groups in the beginning and other recommended multicultural organising teams and a better information flow.

Question five was a follow-up for number four. The students were to estimate how the issues they considered important in organising a multicultural event were taken into consideration in Erasmus IP 2010. As the students mentioned very different issues, it is difficult to compare these results. Chart in appendix 5 indicates that almost half of the students felt the issues they mentioned were taken into consideration well. Slightly more than one tenth of the respondents answered the best possible

option, i.e. very well, but on the other hand the same amount answered that the issues were not taken into consideration at all. When the students were asked to specify their answers most of the feedback was negative but some positive matters were also mentioned. According to some students the schedule was too intensive, mealtimes too early and there was not enough free time. On the other hand, some had the opposite opinions as they considered the amount of free time adequate and the schedule flexible enough so the repetitive latecomers did not ruin the whole day's schedule. Working in a multicultural group was also a topic in this question and it was considered as important and pleasant but also challenging as difficulties in group work were mentioned several times. Differing work contributions and interpretations of the assignment as well as varying working methods were the difficulties mentioned about group working. One student commented that the whole course was "messy" and others also commented on the organisation as they felt that no one took responsibility, teachers did not give enough guidance and there was a general lack of information. One respondent's opinion was that some students did not know where they were coming to and why.

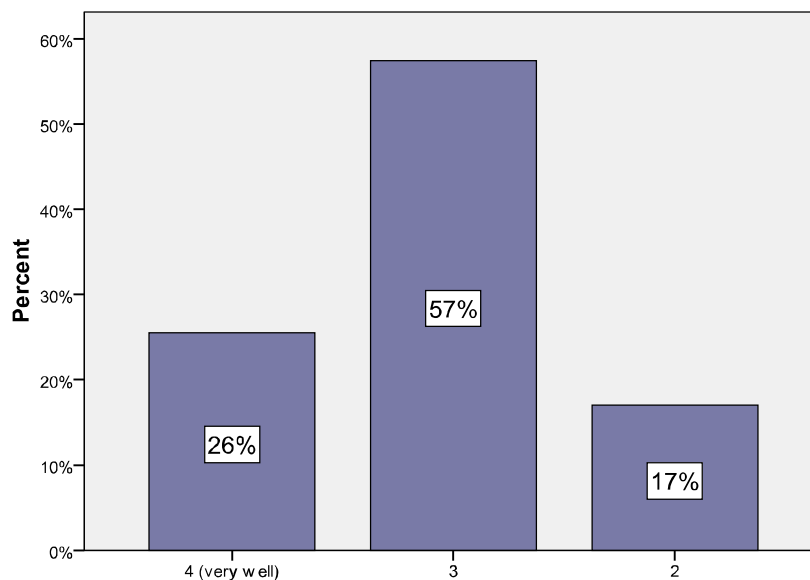


FIGURE 2. Was the staff generally knowledgeable about your specific cultural background?

Most of the Erasmus students felt that the staff was generally knowledgeable about their cultural background. As the figure 2 shows over 80% of them thought it was taken into consideration well or very well. A reason for this could be the fact that the staff consisted of the same cultures as students. However, in our opinion the phrasing of this question should have been more precise since it does not indicate who was meant with the staff. This way it could have stood for the whole organising staff including the foreign lecturers or only the organisers in Jyväskylä University of Applied Sciences. One student commented on the score that few teachers did not take into account other students in the group when talking to own students in their own language. Hungarian students were grateful for Minna Junttila for remembering the national day of Hungary. The students were also asked whether the staff was generally sensitive to their specific cultural background. The scores were almost the same as in this question and can be seen in appendix 5.

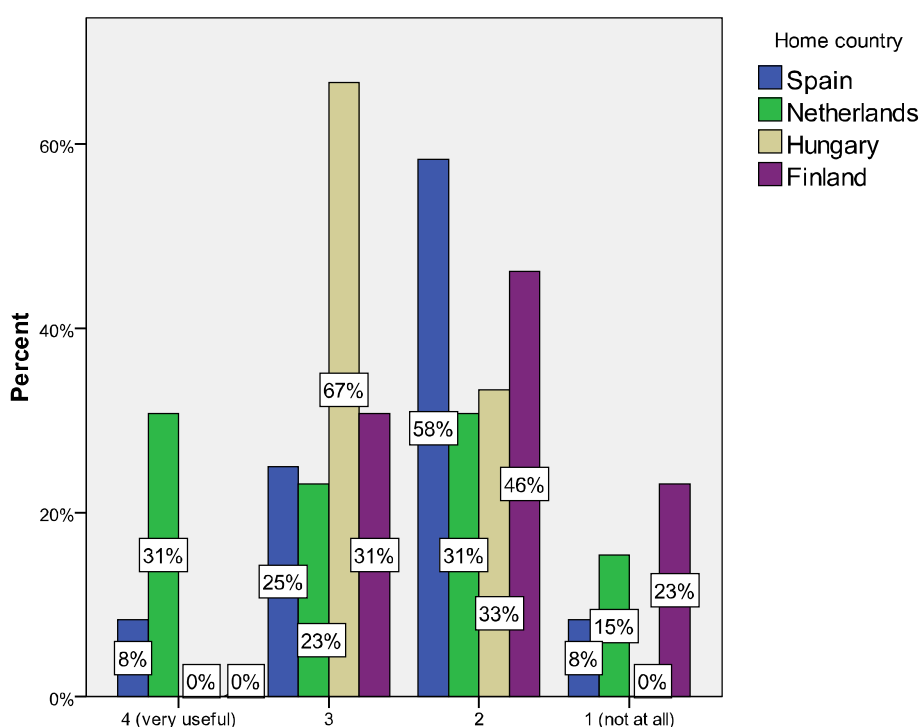


FIGURE 3. Did you find your pre-assignment of multicultural co-operation (for example Hofstede's cultural dimensions) useful considering your interaction with other participants during Erasmus IP?

Question number eight asked if the students found the pre-assignment of multicultural co-operation useful considering interaction with other participants of Erasmus IP 2010. Figure 3 represents the given scores in this matter. In about half of the students' opinion the pre-assignment was very useful or useful. Most useful this assignment was for the Hungarians as approximately two thirds of them answered the second best option. To most of the Finns the pre-assignment was not useful as only one third answered positively. Students were asked to elaborate on the reason why this pre-assignment was useful. To several students the issues handled in the pre-assignment were already familiar, some thought it was a good way to prepare them for the course and some would have wanted these subjects to be studied more during Erasmus IP. According to few respondents generalisations about people cannot be made only by their culture as everyone is an individual. The assignment was "complete waste of time" in the opinion of some respondents when others felt they learned plenty.

Getting to know the destination and its' culture beforehand might not prevent a culture shock but it might relieve it. Offering detailed information for participants about the location of the event and practical matters on the area might also reduce the event organiser's amount of work during the event. Erasmus IP students were asked to study culture theories and to ponder the differences and also similarities between the four participating countries. They were also offered information about Jyväskylä through the Ning network and a couple of Finnish students held a little Finland quiz on the way to Piispala Youth Centre. On the first day of the IP Minna Junttila gave a short presentation on Finnish culture and customs in order to familiarise the students with local way of living. An event organiser can offer the facts, but it is always the participants' responsibility to make good use of the information.

The purpose of question number nine was to find out if Hungarian, Spanish and Dutch students noticed any differences between their culture and the hosting culture of Erasmus IP 2010 (Finnish). The results showed that also ten Finnish students had answered this question. Therefore, when analysing the chart in appendix 5 Finland's columns need to be ignored. When the students were asked to specify the answer the Finnish students explained the differences between them and other participating

cultures, which was actually the next question. For Spanish the Finnish food was the main issue since it was very different from what they are accustomed to. Finnish people were considered to be more reserved than other participants however Dutch students saw also many similarities to their culture.

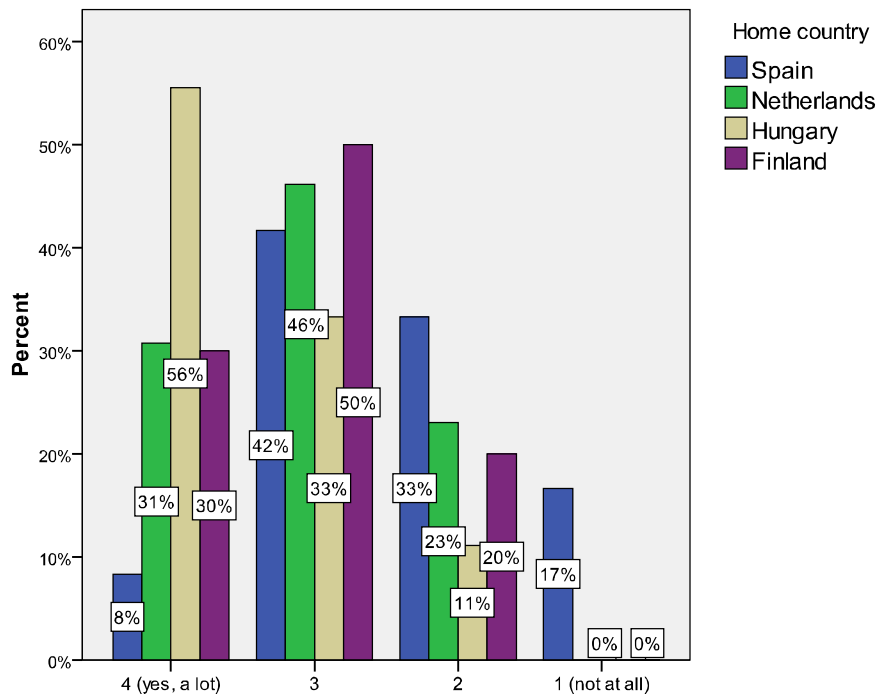


FIGURE 4. Did you notice any cultural differences between your culture and the cultures of other participants that somehow affected Erasmus IP 2010?

Figure 4 shows that 83% of the participants noticed some kind of differences between the participating cultures. The most mentioned issue handled working in multicultural groups which turned out to be challenging. Teamwork was not always successful due to differing levels of motivation and work ethic, language skills and customary working methods. Apparently some students were unsure about the amount of credits they will receive, if any, which had an effect on their motivation. This probably contributed to their input.

Punctuality or the lack of it was also mentioned as one of the main differences. Most of all the Spanish students were claimed to be late for meetings and lectures. In Dutch students' opinion language skills of Hungarian students were not at the same level as theirs which led to misunderstandings and to the feeling of not being understood. On the contrary, the Hungarians felt they were being treated badly by other participants. Diverse working methods of each culture complicated teamwork. Few students would have wanted more guidance from the teachers on the case studies and during the group work. However, these issues concern participants and the organiser cannot influence them.

To some extent the negativity of the feedback might be a consequence of a general fatigue of the students. In order to find out which matters the students actually recall from the event, they are asked to complete the same feedback questionnaire again six months later. This might influence the students' opinion on the event's success. (Törn 2010.) The general negativity, which was apparent in the results now, might decrease and more positive matters might be mentioned. This is only an estimate as this thesis was written shortly after Erasmus IP and therefore the second questionnaire is not part of this research. Despite of all the negative feedback 85% of the students would recommend the Erasmus IP to prospective students. The programme was considered to be educating and a good experience.

6.3 Considerations of multicultural event

When organising an event one has to keep in mind that each event is a unique occasion with its own characteristics and requirements. Although the same event might be organised several times in a row, the aspects of the event are never exactly the same. The location, funding, clients or participants, staff members and the program among other issues might differ. The event organiser has to remember that although they might feel jaded about organising the same event many times all over again, for someone involved in the event it can be a first time. (Watt 1998, 2-3.)

In order to create successful events in multicultural settings, no matter if the event is organised abroad or in the organiser's home country, certain issues are essential to be familiar with. These issues are local customs and protocol, proper etiquette, religious beliefs, cultural issues, political matters, local holidays and proper attire. Organisers need to know and understand their guests. General information such as age and occupation is not adequate as cultural backgrounds of the participants are essential information when designing an event where nobody's beliefs or values are insulted. Knowing what matters in the world and to the people in it, is a crucial tool in organising successful events. Spending time on researching, reading and speaking with specialists is worthwhile. Honouring the customs and beliefs of different cultures is a way of showing respect to them. (Allen 2002, 228-229.)

The Worldwide Exhibition for intensive travel, meeting and events (IMEX) conducted a survey regarding multicultural event organising. The core of the research was to define those values and issues in multiculturalism affecting event planners work the most. This survey involved approximately hundred event organisers from twelve countries. Results revealed the issues mainly affecting the organising of a multicultural event. The most significant issues are listed in order of importance.

- alternative negotiation and compromise approaches
- leadership styles
- diverging understandings of contracts and business agreements
- differing approaches regarding informality, politeness and etiquette
- motivation styles
- conflicting understandings of proper meeting behaviour
- religious backgrounds
- diverse language of management
- differences in attitudes towards the young and the elders
- opposite attitudes to gender
- contrasting attitudes regarding punctuality and time management
- attitudes towards humour.

Contrasting work approaches is a significant matter in multicultural events, and issues related to gender and religion are becoming increasingly important. In one respondent's opinion food and faith are the key sensitivities. (Globalisation pushes multi-cultural planning up MICE agenda 2007.)

Cultural dimensions mainly affecting event organisers in planning a multicultural event were also studied. Individualism versus collectivism was considered the most influencing factor. The second value was rules versus relationships in an organisation followed by designated versus earned status in a company. Society's orientation to time i.e. short versus long-term orientation takes the fourth place, and after that comes individual's internal versus external sense of control. The hierarchical versus egalitarian decision making process in an organisation and a person's subdued versus expressed feelings or emotions were rated least important. (Op. cit.)

In a preceding IMEX research from 2005, the event managers pointed out the risks of overemphasising cultural differences as it might make the participants feel uncomfortable, and actually might prove to be disadvantageous. They also suggested studying the backgrounds of participants beforehand, familiarising all staff members with cross-cultural issues and being considerate in religious matters. (Multi-cultural meetings 'climbing the MICE agenda'- Event planners identify issues, lessons, and predictions 2005.)

More than half of the respondents predicted that issues related to multiculturalism will be increasingly important in their work in the future. Approximately a third would appreciate obtaining more information and advice on multicultural matters. Religious issues and differing interpretations of language and quality concept were predicted to be the main issues affecting multicultural event organising in the future. In addition to matters related to diets, different emphasis on work ethics and on business agreements were seen as more common challenges in the future. (Op. cit.)

Event planners need to know precisely what to do, where, when, how and why. However, in multicultural events this is not enough as the organiser also needs to know what to do worldwide. Knowing and understanding each country's protocol,

etiquette, customs and beliefs is extremely important. Secret of creating successful events in multicultural settings is being fluent in cultural and political matters. Local customs, such as forms of address, are important. Casual way of calling people by their first name, which is common in Finland, is not appropriate in several other countries. Formal use of Mr. or Mrs. or even calling people by their titles might be the preferred way of addressing. Unintentional insults can happen if the taboos and habits of different cultures are not known. (Allen 2002, 221-223.) There are thousands of small matters like these connected with politeness such as knowing how to thank or give business cards. Knowing these is a significant matter in multicultural situations. (Heiskanen 2010.)

Capability to manage multicultural surroundings requires interpersonal skills and linguistic ability as well as tolerance, respect and empathy. Tolerating uncertainty and ambiguity is an important feature and it begins with acknowledging that different points of view are possible and circumstances can vary. Behaviour of people cannot always be predicted which requires a rapid adaptation from the manager. (Schneider & Barsoux 2002, 192-193.) An event planner has to bear in mind that there are individuals in every culture and studying cultural differences in advance may not prevent cultures from clashing. As Pirjo-Leena Pitkänen (2010) stated in her interview the manager has to prepare oneself for anything to happen when rubbing elbows with people from different cultures. As anything can happen, patience is necessary when trying to understand cultural differences. Respecting all cultures and their habits requires empathy but ultimately it helps in appreciating others and solving unexpected situations. (Schneider & Barsoux 2002, 193.) Foreigners are often thought to adapt to the local customs but behaviour based on cultural manners cannot be changed in a split second. When in Rome do as the Romans do is easier said than done.

6.3.1 Communication

Language skills and non-verbal communication are tools for successful communication. Language barrier complicates the communication between organiser and participants. In extreme situations even finding the toilet, marked as WC in many coun-

tries, might be difficult if the person is not familiar with western alphabets (Salonen 2010). Making contacts and understanding each other is easier when everyone shares a common language. In spite of the common language, it is certain that misunderstandings will occur. It is easy for a person to hear and tell the differences in sounds in native language but it is more difficult when listening to a foreign language (Jandt 1998, 185). English is among the most spoken languages in the world and therefore it has become the language that is used in many events and businesses. Signs, information leaflets and all other event related material should be available in other languages as well as the host country's language. According to our observation more attention should be paid to this in general. Communication skills, especially language skills, are important characteristics when recruiting employees for a multicultural event. Information flow in a multicultural event is more challenging due to varying levels of language skills.

Inaccurate or defective translations might have regrettable consequences in an event. Therefore, one needs to be attentive when translating texts, interpreting themselves or hiring interpreters. Jandt (1998) lists five elements that often are the reason for problems in translations. These are lack of equivalences in vocabulary, idioms, grammar and syntax, experiences and concepts. Some words might not exist in all languages and therefore are difficult to translate. The same applies to idioms as well. Translations might sometimes be unclear or even change the original meaning if the languages do not have similar grammar or syntax. Also concepts might cause problems in translations as the meaning of a certain concept might differ between cultures. (pp. 167-168.)

Event managers have to guide the performers, e.g. speakers of a congress, about the theme and length of their speech. Speakers need to be informed about their audience in order to know how specific terminology they can use. Too specific jargon might confuse listeners if they are not familiar with the subject. It might be worthwhile to also remind the speaker to take the multicultural audience into consideration and widen the examples used in the speech to concern also other cultures and countries than the speaker's own. (Björn 2010).

Each culture has its own way of communicating. The amount of gestures and eye contact and their meaning varies. For example the forefinger-to-thumb gesture which in many countries means “okay” actually means zero or worthless in France, money in Japan and in Brazil the sign is extremely offensive (Jandt 1998, 106). Intonation and pauses in conversation are used variously in different languages. Finnish use plenty of pauses and wait for their turn before speaking which some might misinterpret.

Dutch people are direct and eager to express their opinion which to some might seem rude. Feedback of Erasmus IP 2010 confirmed this statement since several students felt that the Dutch students’ behaviour was offensive towards other participants. Efficient work in multicultural groups requires exchange of ideas which might lead to intense conversation. Disputes might have occurred as the Dutch expected others to express their opinion as well. More shy participants and those, who are not accustomed to being criticised when expressing their opinion, might have felt insulted.

6.3.2 Personnel

Internal information flow in a multicultural event is important as it can create the feeling of safety. The questionnaire revealed discontent with the organisers of the Erasmus IP as the Finnish students felt they had to be in charge of acquiring and sharing information to others. They were unaware of who was in charge of giving information to the students. This might have been also one of the reasons why some of the students criticised the whole event in strong words. Perhaps the uncertainty towards the organisation of the event created an image of poor implementation. Lack of internal information flow occurred regarding daily activities. The most confusion was caused by the location and content of these activities. The daily schedule offered information only about the time, nothing about the content. Students would have wanted information about the activities beforehand in order to prepare themselves with proper clothing. This issue arose almost daily.

Successful recruitment is crucial for the event's end results. In addition to communication skills motivation is one of the key characteristics of a good employee in a multicultural event. Motivated employee is eager to serve the visitors and to work in order to reach the goals of the event. Definite aims create motivation. Remits need to be clear for everyone involved in organising the event. Internal information flow needs to be fluent and staff members reachable.

Partners are often needed when organising an event. In multicultural events partners are often foreign and it is important to find ones that are reliable. Cooperation with people from other cultures is easier when both parties have known each other for many years in which case tasks can be assigned and trusted to be taken care of. (Björn 2010). In Erasmus IP 2010 some of the partnering institutions of higher education were already familiar with each other. Hungary and the Netherlands were new partners in 2010 but they both are going to take part in Erasmus IP 2011 which is organised in Barcelona, Spain. JAMK is going to be the main organiser of Erasmus IP 2011, but help and cooperation is needed especially from Spanish partners in order to make sure everything can be arranged as planned.

Questionnaire showed that some participants of Erasmus IP 2010 were unsure about who was in charge of the whole event. They did not know who was responsible for what and this caused confusion. Especially our role was unclear to them and presumably they assumed our responsibility to be greater than it actually was. Contrary to their assumption, our role was mainly to observe, not to be on the operative side. This proves that also the participants of the event need to be aware of the distribution of roles. Knowing who is in charge creates general feeling of safety. Feeling safe is especially important when attending an event outside home country. Participants need be aware who to contact in case of emergency.

An example of an accident happened in Piispala Youth Centre in the beginning of Erasmus IP 2010. A Hungarian boy slipped and injured his knee. During this accident, we were representatives of JAMK and therefore the ones who had to handle the situation. After consulting with Minna Junttila, who was in Jyväskylä at the time, one of us drove the injured student, accompanied by Hungarian teacher Robert Kiss, to

the Saarijärvi Health Centre. Despite the injury being minor, the student was unable to continue with the Erasmus IP programme. This accident proved that when an event takes place in a distant location, security issues need to be thought carefully beforehand.

6.3.3 Use of time and day-rhythm

Results of the questionnaire conducted among Erasmus IP 2010 students showed dissatisfaction with the IP's working schedule. Some students felt that the schedule was too tight and left no time for relaxation. In addition early starting times of the lectures were a piece of conversion. On most days lectures were suppose to begin at nine a.m. but usually were delayed about half an hour because of students running late. Most of the belated students were Spanish, which led to the question of the reason for being late. Possible reasons are the early starting time of lectures or their cultural characteristic of not being as punctual as e.g. Finnish are. Type of the event affects on the schedule and participants attitude towards it. People coming to e.g. an international congress already know where to stand with possible tight schedule with long working hours as for most of them it is a business trip and they behave accordingly. In compliance with our observation some Erasmus IP students considered this course more of a holiday than a study trip. This may have aroused the dissatisfaction with the working schedule.

The mealtimes turned out to be too early for some of the participants as especially the Spanish are used to eating lunch and dinner several hours later than what is considered normal in Finland. An event planner should pay attention to cultural differences when creating the working schedule. However, sometimes it is not possible to please everyone as the cultures of participants might differ substantially from each other. This might be visible e.g. in mealtimes. As Petra Salonen, Coordinator of International Activities of Piispala Youth Centre, pointed out mealtimes are altered as much as possible to satisfy all customers without causing too much inconvenience to the restaurant. Of all the participating nationalities, the organising country's rhythm is the most noticeable in the working schedule.

When planning free time activities for evenings it has to be taken into consideration what the next morning's programme is going to be like. They have to be well fitted as a late evening programme might reduce the desire to attend on the official programme early in the morning. (Björn 2010.)

6.3.4 Cuisine and accommodation

As was expected Finnish food did not appeal to all participants of the Erasmus IP 2010 with the exception of Hungarians who seemed to enjoy Finnish cuisine. A few students suggested that international food should be served at a multicultural event. It is challenging to define what international food is as many cultures might have different perceptions on the matter. According to western understanding international food could be McDonald's or Pizza Hut. However, even these might not be into everybody's liking as it is always a matter of taste. The cuisine also represents the culture of the hosting country and therefore it helps the participants in familiarising themselves with the hosting culture. It is important to offer detailed information of the ingredients of the food in order to avoid disconcerting situations where the diner does not know what is being served. Typical foods in Finnish cuisine e.g. sauces with meat might look suspicious in the eyes of foreigners (Salonen 2010). Sauce with sliced wieners which was served in Piispala Youth Centre caused questions about its ingredients among many foreign Erasmus IP students. There are also differing conceptions of what is suitable food for human consumption. Certain animals, like cows in India, are held as sacred in some cultures and therefore are definitely not considered as food. (Jandt 1998, 178, 180.)

Serving alcohol for event participants is a troublesome question (Heiskanen 2010) as religious or cultural reasons might prevent the consumption of alcohol. Attendants coming from cultures where e.g. wine is considered to be a normal part of dining habits might be offended if they are not served alcohol because of legislation. In Finland the age limit for serving alcoholic beverages is eighteen whereas in some countries the age limit is much lower.

Accommodation might also represent local way of living and have an effect on the visitor's image of the host country. If the event organiser is responsible for accommodating visitors, attention should be paid to the level and type of accommodation within financial limits and local supply. In an ideal situation the needs and wishes of the target market is met by the supply. Feedback revealed dissatisfaction with the accommodation in Spa Hotel Peurunka as the students were under the impression they would spend the night at the main building where the best rooms are located at. In reality they accommodated in row houses located a few hundred meters away from the main building in rooms with bunk beds. This disappointment could have been avoided with good information flow.

6.3.5 Religion

Religion is a sensitive matter to people all over the world and it should be honoured. Religion can affect greatly on a person's life and habits and respecting it shows the professional skills of an event manager. Unheeded participants might feel offended and dissatisfied with the whole event.

Different religions were not visible during Erasmus IP. Reason for this might lie behind similar religious beliefs as all these countries are European and mainly Christian. Religious issues came up in most of the interviews. Heiskanen stated that religious habits especially in Arabic countries and in Judaism, Hinduism and Animism need to be understood and settings for religious practices should be provided. Instance of a confusing situation related to religion took place in Kaustinen Folk Music Festival 20 years ago. A group of Malaysian performers fainted on stage because it was Ramadan month and they were not allowed to eat during daylight. Kaustinen Folk Music Festival is held in July when the sun does not set in Finland at all. This is an utmost example of what might happen in a multicultural event. Therefore, it is significant to be sensitive to religious issues.

Pitkänen gave an example of Jewish Sabbath when they refrain from working and all transferring is done by foot. In addition to when religion can also define what a person can or cannot eat. E.g. Jewish people eat only Kosher which means that dairy

products, flour and meat products are prepared and stored separately. There are not many restaurants in Finland that prepare kosher food which is why special arrangements might be needed.

7 DISCUSSION

In this thesis the challenge of organising a multicultural event has been approached with a case study. Intensive programme Erasmus IP 2010: Innovative Approaches in Multicultural Tourism Education, organised in Jyväskylä in March, has been used as a target of observation and as an example of a multicultural event. Nearly 50 students from Finland, Hungary, The Netherlands and Spain took part in this programme.

All events share the same basics, however, the content, type and participants might vary. General practicalities and basic principles are key factors in planning a successful event. Questions helping the planning process are why, what, when, where, how, what cost and who. Answering these questions helps in defining the event. Multiculturalism brings more challenges to the planning process. Some practicalities are more time consuming and planning content suitable for a multicultural audience is complex.

Defining culture is complicated as countless number of explications exists. For this thesis, culture theories by Geert Hofstede and Fons Trompenaars and Charles Hampden-Turner were chosen to explain cultural differences between the participating cultures. Some of the popular culture theories were made decades ago. Therefore, they are not entirely adaptable in the present day due to internationalisation and increasing migration. Culture theories apply in general but it has to be kept in mind that every culture consists of individuals as also some Erasmus IP students remarked. Therefore assumptions are not to be made only according to these theories. An open mind is an asset in a multicultural encounter.

Planning and organising a multicultural event is a long and challenging process. Knowledge of the target group of an event is a good starting point. A sufficient amount of time needs to be reserved for the planning phase which can take several years. Communication between different parties might not be as fast as with domestic partners. From participant's point of view, practical arrangements such as travel arrangements, are more time consuming than in a national event. Being able to utilise existing international cooperation partners around the world is an asset. Working with familiar partners requires less effort as trust has already been gained with no fear of withdrawal, which might happen with an unfamiliar partner.

Cultural and religious holidays and events with similar themes need to be taken into account when making decisions of the dates of the event. A multicultural target group contributes to the content of the programme, both formal and leisure. The content has to be suitable to all the participants regardless of their background. The performer, whether a speaker or a musician, has to know the audience. The content of the presentation or performance should be understandable to the audience. E.g. a speaker should use language and terminology the audience is familiar with. No matter how detailed guidance is provided in the end it is the speaker's responsibility.

Formulating a schedule suitable to everyone is demanding due to cultures' differing day-rhythms. It is only realistic to understand that not everyone can be appealed. Instead, the organisers should focus on finding a solution that is satisfactory to most of the attendees. The same applies to food related matters. Food is a personal issue, part of everyone's daily life and therefore always a topic in an event. Religious customs and restrictions might affect significantly a person's diet. What is considered acceptable for consumption varies between cultures and has an influence on the event's cuisine as well.

It is worthwhile to familiarise oneself with the customs considered decent in the cultures represented by the participants. What is appropriate behaviour in one country might not be adequate in another. Unintentional insults can be avoided by using polite addressing forms utilised in the cultures in question. Varying communication ways and language skills might cause misunderstandings and misinterpretations. In

the worst case, insulting someone might cause losses of partners and future participants.

Remits of an event need to be clear to everyone involved in the event. If the remits are not known this might lead to general feeling of dissatisfaction. Knowing who the person in charge is and who to contact in case of an emergency creates a feeling of safety. This proves how important communication and a good information flow are.

The issues, which arose the most during Erasmus IP 2010, were communication, cuisine and accommodation and customary day-rhythms. Problems in the information flow caused confusion about the persons in charge and free time activities. Local cuisine and accommodation did not please all participants. This issue is not explicable with culture theories as it is a matter of taste. Some of the participants considered the daily schedule to be too intensive and different from their customary day-rhythms e.g. in meal times.

From the event organiser's point of view multiculturalism affects all aspects of event management. The organiser should imagine the event from the point of view of a participant who might not be familiar with the language and local customs. This way possible black spots and conflicts resulting from them can be avoided. The more multicultural event, the more challenging it is to please all the participants. The participants of Erasmus IP 2010 were from Europe. Therefore, their cultures are fairly similar. Also their backgrounds were alike concerning age and the field of study. In our opinion considerable cultural distinctions during Erasmus IP 2010 did not occur but if the participants had been from different continents situation might have been different.

Multicultural event might have participants from all over the world and the cultures and customs might differ significantly. It is not possible to please everyone in all matters. Therefore, in our opinion it is the event organiser's responsibility to find the golden mean so that at least to some extent everyone's needs and wants are catered for. Finding the cultural dimensions relevant to event management makes the organiser's job easier. Knowing the participating cultures inside out is not necessarily re-

quired or even realistic. However, knowing some cultural specifics might prevent unintentional insults or confusing situations.

In the beginning of thesis process, our knowledge of event management and multicultural issues was minor. During the process we learned a great deal of practicalities regarding event management and multiculturalism. We are now able to perceive the importance of understanding and being sensitive to other cultures. Event management is an interesting line of business and multicultural participants make it even more interesting. Hosting multicultural guests might be challenging but in the end it is very rewarding if the event is a success.

It was worthwhile to study this topic since the written material on multicultural events is scanty. Jyväskylä University of Applied Sciences and companies planning on organising a multicultural event will benefit from this thesis as it combines culture studies and event management. Organising a multicultural event has been studied in this thesis in general and therefore it is suited for the usage of different types of events. This thesis can however serve as a base for further, more detailed researches as there are plenty of events with varying characteristics.

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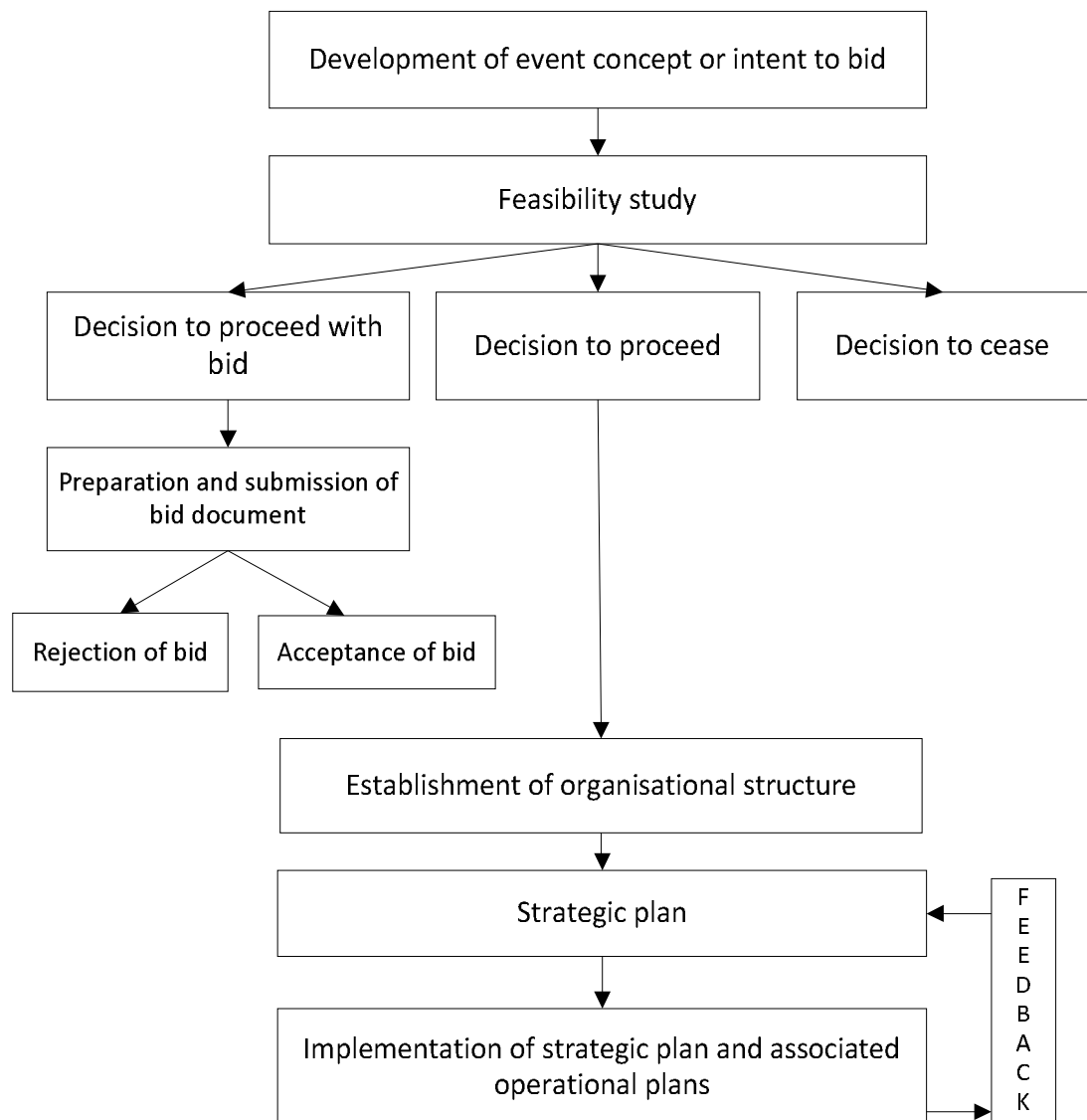
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APPENDICES

Appendix 1. Summary of free time activities

Free time programme	Where	What	Costs	In charge	MFA students
Sun, March 7th	Bus	Finland quiz	0	MFA students	
Mon, March 8th	Piispala			Maiju, Pauliina	
Afternoon	Inside	Introductory games	0		No
Evening		Sauna and Takkatupa	*		No
Tue, March 9th	Piispala			Hanna T., Ronja	
Afternoon		Snow football/Plan B: Indoor football	0/30€		No
Evening		Crafts/indoor archery	0-100€		No
Wed, March 10th	Piispala			Jenna, Tomi, Henna	
Afternoon		Sliding/kick sledging	5-10€		2
Evening		Sauna	0		No
Thu, March 11th	Peurunka			Elina, Meri, Katri, Anni	
Afternoon		Frisbee golf or Skiing/snow shoe walking	5 €		5
Evening		Spa, Karaoke	0		No
Fri, March 12th	Lutakko				
Afternoon	Inside	Multicultural play	0	Venla	2
Evening	Center	Jyväskylä sightseeing	0	Olga	4 Must know Jkl.
Sat, March 13th		No free time programme			
Sun, March 14th	Laajavuori			Pekka, Akseli	
Afternoon		Downhill/skiing/sled hill	X€		2 skiing, 2 sled hill
Evening	Vesilinnä	Dinner @ Vesilinnä			
Mon, March 15th	Lutakko			Juuso, Esko	
Afternoon	Inside	Exercise during break	0		No
Evening	Outside	Experience circuit (Rastirata)	25 €		5
Tue, March 16th	Lutakko				
Afternoon	Inside	Flag making for Olympics	Max36€	Sini, Hanna, Katri, Noora	No
Evening	Center	IC goes shaking @ Shaker	0		No
Wed, March 17th	Lutakko			Miika, Marja, Anssi	
Afternoon	Lake	Winter olympics	X€		No
Evening	Idea	Farewell party			
Thu, March 18th		No free time programme			

Appendix 2. Event planning process



Source: Bowdin et al. (2006) adapted from Getz (2005)

Appendix 3. Questionnaire for Erasmus IP 2010 participants

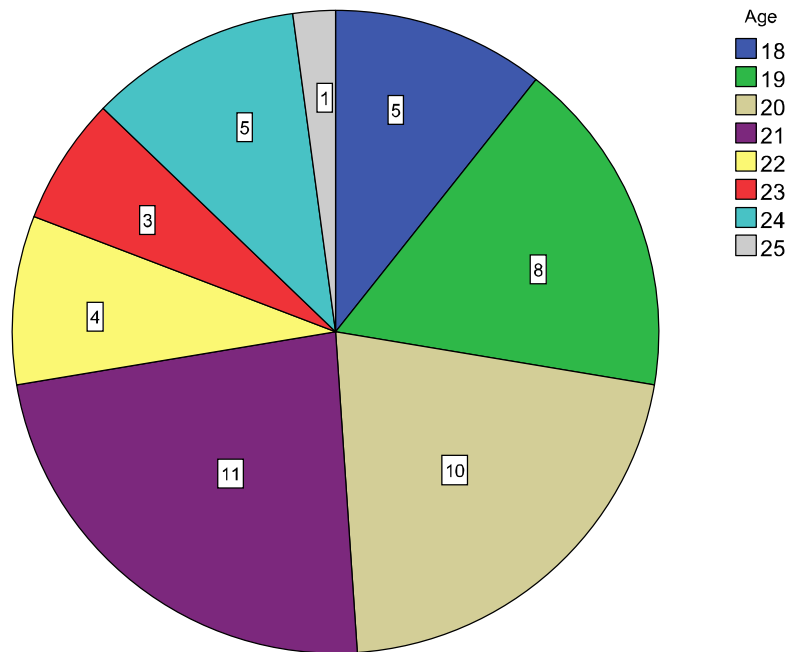
1. Age _____
2. Sex Male ☐ Female ☐
3. Home country
 Finland ☐ Hungary ☐ The Netherlands ☐ Spain ☐
 Other _____
4. What kind of issues in your opinion should be taken into consideration when organising a multicultural event? _____

5. How were these issues, which you mentioned in the previous question, taken into consideration in Erasmus IP 2010? (1 = Poor 4 = Good)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 -Please, specify: _____
6. Was the staff generally knowledgeable about your specific cultural background? (1 = Poor 4 = Good)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 - How did it occur? _____
7. Was the staff generally sensitive to your specific cultural background? (1 = Poor 4 = Good)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 -How did it occur? _____
8. Did you find your pre-assignment of multicultural co-operation (for example Hofstede's cultural dimensions) useful considering your interaction with other participants during Erasmus IP? (1 = Poor 4 = Good)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 -Elaborate: _____
9. Did you notice any cultural differences between your culture and the host country that somehow affected Erasmus IP 2010? (1 = not at all 4 = yes, a lot)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 -Please, specify: _____
10. Did you notice any cultural differences between your culture and the cultures of other participants that somehow affected Erasmus IP 2010? (1 = not at all 4 = yes, a lot)
 1 ☐ 2 ☐ 3 ☐ 4 ☐
 -Please, specify: _____

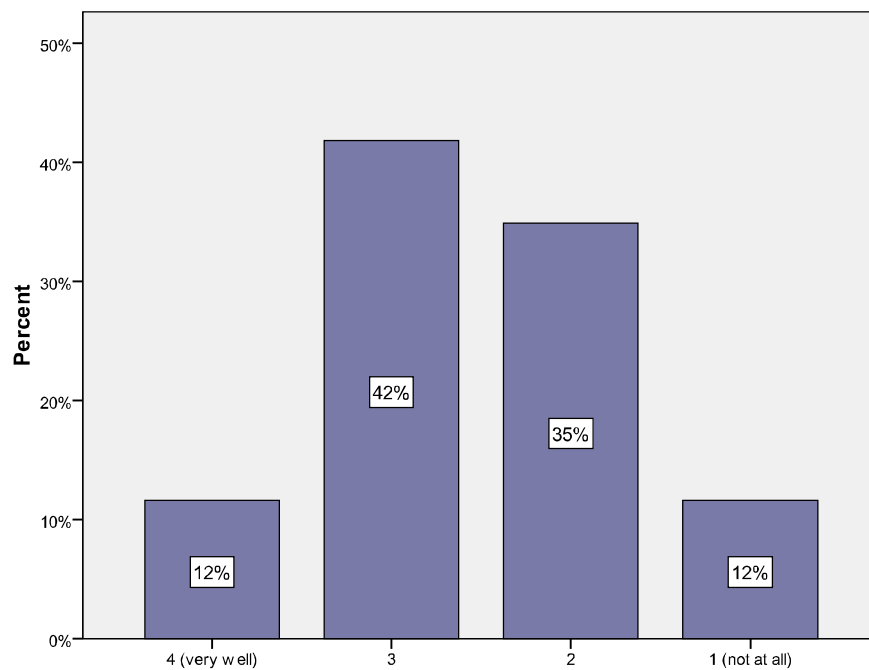
Appendix 4. Interview form

1. What kind of events have you been involved with?
2. What kind of issues should be taken into consideration from the organiser's point of view when planning a multicultural event? How much does the planning differ from the planning of a completely Finnish event?
3. What kind of issues should be taken into consideration during the event?
4. What kind of feedback have you received? Has something come up as a surprise? Have you changed something because of the feedback?
5. Has any surprising situations related to multiculturalism occurred during your career?

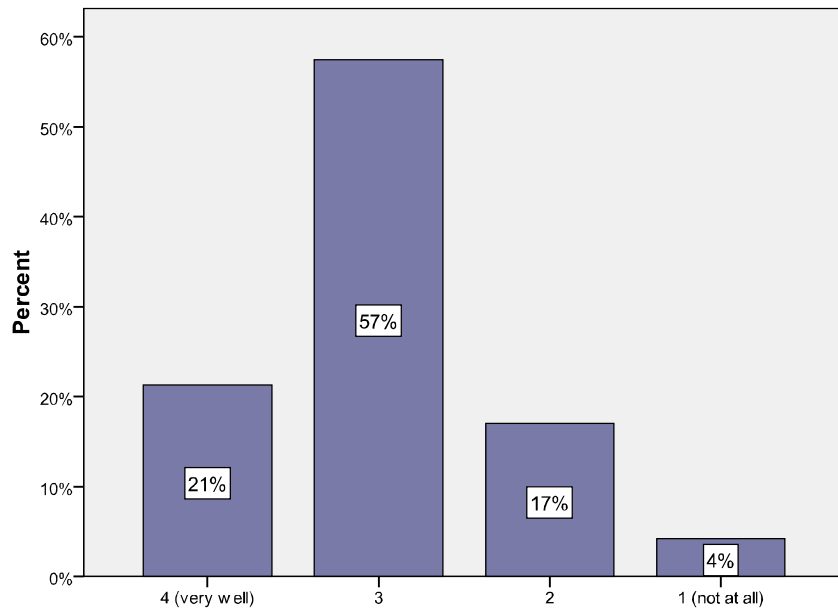
Appendix 5. Questionnaire results



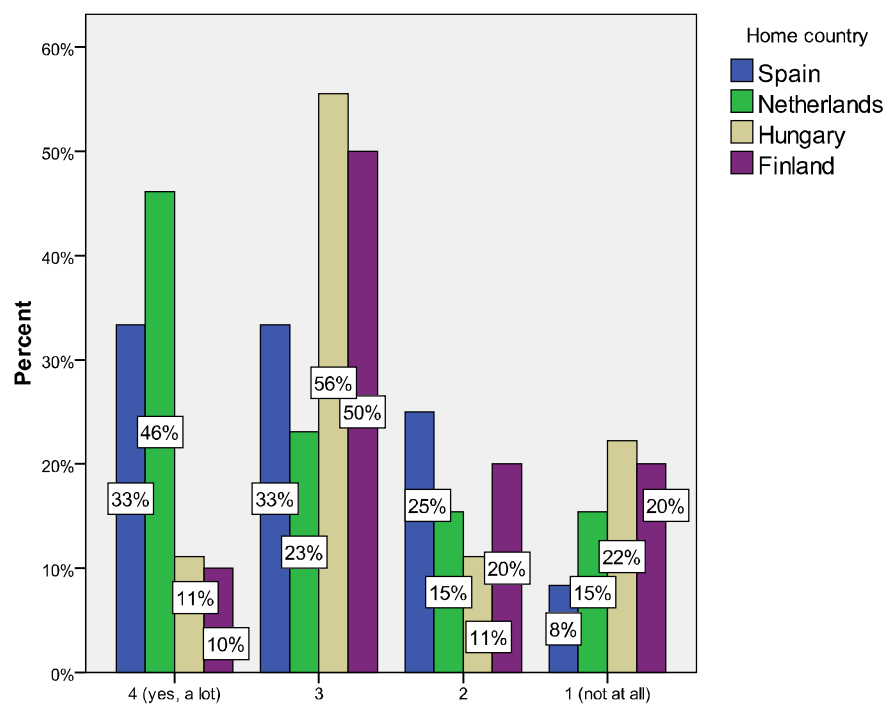
Age groups of Erasmus IP 2010 Students



How were these issues (needed to take into consideration when organising a multi-cultural event), which you mentioned in the previous question, taken into consideration in Erasmus IP 2010?



Was the staff generally sensitive to your specific cultural background?



Did you notice any differences between own culture and the hosting culture?